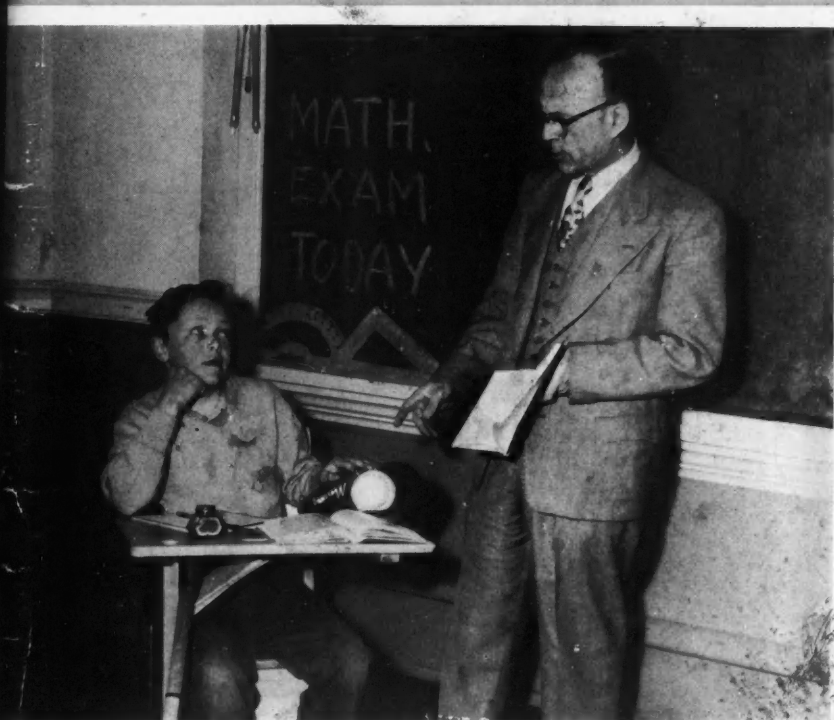


APRIL, 1955

*the* **ATA**  
magazine

OFFICIAL ORGAN OF THE  
ALBERTA TEACHERS' ASSOCIATION



## **"Public Health and TB in Alberta"**

The Alberta Tuberculosis Association is pleased to announce the winners of the 1954 TB Essay Contest. Prizes of \$130.00 each were awarded to the following schools in the Graded School Competition:



<b>Grade VII</b>	<b>—</b>	<b>Fort Kent School</b>
<b>Grade VIII</b>	<b>—</b>	<b>Stanley Jones School, Calgary</b>
<b>Grade IX</b>	<b>—</b>	<b>Sunalta Junior High School, Calgary</b>
<b>Grade X</b>	<b>—</b>	<b>Peace River High School</b>
<b>Grade XI</b>	<b>—</b>	<b>Vulcan School</b>
<b>Grade XII</b>	<b>—</b>	<b>Bonnyville School</b>



Prizes of \$65.00 each were awarded to the following schools in the One Room School Competition:

**Chinook School**  
**Kermaria School, Edmonton**  
**Dorothy School**

Silver trophies, suitably engraved, were also awarded to each of the above schools.

Those schools receiving Honorable Mention were: Bawlf School; Marwayne Consolidated School; Connaught School, Medicine Hat; Queen Elizabeth Junior High School, Calgary; Ashmont School; Viking School; Ritchie School, Edmonton; Huntsville School, Iron Springs; Provost School; Falher School; St. Mary's Girls' School, Sacred Heart Convent, Calgary; Rimbey High School; Lloydminster School; Bonnyville School; Elk Point School; Minburn School; Keg River School; Buchan School, Scapa; Ferguson Flats School, Lindbergh; Berrydale School, Olds; Therien School; Glenevis Village School; Medicine Valley School, Eckville; Vermilion Junior High School.

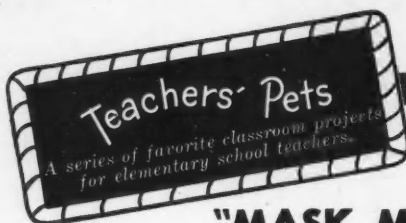
The continued interest shown in the Essay Contests by the schools has been very gratifying and we extend congratulations to the winners in each of the competitions.

## **The Alberta Tuberculosis Association**

**7004 - 109 Street, Edmonton**

**Christmas Seals Fight Tuberculosis**

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sixth continent,



By MRS. MARY SHERRINGTON  
PRAIRIE RIVER CONSOLIDATED  
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## "MASK MAKING"

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# the ATA magazine

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APRIL, 1955

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## COVER STORY

Come now, Mr. Teacher. It's spring! Mathematics examinations can hardly compete with the call of "Play ball!" nor the crisp crack of the bat against the ball. The performers in this annual spring drama are Herb Thompson, principal of King Edward Junior High School, Edmonton, and Ray Smith, a Grade VII pupil in that school.

## CONTENTS

### REGULAR FEATURES

Editorial	4
Our Library	49
Letters	51
News from our Locals	56
Secretary's Diary	62

### SPECIAL FEATURES

Variations on a Noble Theme	7
Dr. E. P. Scarlett	
Investment in Teachers Needed	10
Dr. E. J. Hanson	
The Hearing Handicapped	12
Jean L. Dixon and Lillian Knight	
Education and Industry	16
Herbert H. Lank	
Are We Gripping Ourselves Sick?	20
Dr. Robert F. Topp	
The Forward Look	23
CEA News Letter	
We Love Our Teachers	24
Gene Godt	
A Brief History of Science and Science Teaching	26
Dr. A. L. Doucette	
Educational Administration in Canada	27
Annual Report, W. K. Kellogg Foundation	
The Key to Academic Progress	28
Denis Ryan	

### OFFICIAL NOTICES

Annual Report of the General Secretary	29
Notice Regarding Refund Pension Contributions	40
Notice to Retiring Teachers	47
Group Insurance Notice	64

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## **Editorial**

### **SCHOOL ACT AMENDMENTS—1955**

Four recent amendments to *The School Act, 1952* are of particular interest to teachers.

#### **A Dangerous Concept**

A new section, 331(a), has been added to prevent a teacher who is or has been on strike from entering into a contract of employment with another board, unless the board involved in the strike consents. The exact wording of the new section is—

"If a teacher is or has been participating in a strike under *The Alberta Labour Act*, any contract of employment entered into between the teacher and another board before the strike is terminated is void, unless the board involved in the strike consents in writing to the teacher accepting employment with the other board."

A new principle—and a dangerous concept—has been, by statute, introduced into the strike situation. A group—in this case, teachers—has had a very large chunk of personal liberty excised by legislation. Teachers, no less than other citizens, should be concerned with the progressive emasculation of their democratic rights.

When you realize that, under normal conditions, as many as 40 percent of teachers change teaching positions annually, the design of this amendment comes into clearer focus. Obviously, to the perils of strike action is now being added the deterrent of freezing to one's present position if the strike has not been settled by July 15. The Alberta School Trustees' Association will welcome the legislation, because not only will it ensure staff for a struck board once the strike has been settled but also it may induce teachers, who want and have decided to move, to vote against taking strike action in a salary dispute.

Strike action by teachers has and always will be taken only after every and all forms of rational persuasion have failed. In a strike situation the emotional price to every striking teacher is already high. Teachers, no less than any other citizen of the British Commonwealth, should have the right—strike or no strike—to choose to practise their profession in the service of another employer. Any other concept is less than democratic.

### **Sensible Procedure**

A second amendment is the addition of a new subsection to section 339. A teacher who enters into a contract of employment with another school board will now be required to tender his resignation to his present employer within eight days of doing so. The new provision is, however, subject to other requirements of *The School Act* relating to engagement and termination of contract.

The obvious purpose of this amendment is to enable school boards to know more certainly than they now do and at an earlier date the number of replacements needed for the next school year.

### **An Article of Agreement?**

Section 371 has been amended to empower boards to regulate the duties of principals and vice-principals provided there is no conflict with the Act.

Addition of this new subsection should be acceptable to all concerned if the regulations are prepared by all parties.

Sensible procedure would be for a representative committee of board, principal, and teachers, together with the superintendent, to draft tentative regulations which would be subject to study and approval by both the board and the ATA local.

Undoubtedly, some board and teacher groups may decide that such regulations should constitute an article of agreement between the board and the teacher employees and should properly be set forth in the collective agreement signed by both parties.

### **Intent Made Clear**

Section 447(a) now makes it clear that a pupil who has passed the age of compulsory attendance may continue to attend school until he is twenty-one, provided he does so to receive instruction approved by the Department of Education.

## **Jubilee Issue**

The June issue of *The ATA Magazine* will commemorate **Alberta's Golden Jubilee**. The issue will use a special cover and feature articles and biographies significant in the record of this province's history.

To sustain the present and illuminate the future—

## VARIATIONS ON A

**C**ERTAINLY at the moment education is the most vital interest in our local society. In urgency and warmth of debate as a topic of discussion it is far ahead of mixed drinking or even football. That is most significant. You must have noted also that this controversy is being waged not about buildings, salaries or taxes, but about the content of education. That surely is a most significant gain. Now that the public wants education and seems willing to pay for it, we should welcome hard-hitting discussion of what the school should teach. So whatever may be my shortcomings I can depend upon the urgency of the subject to get a hearing.

By the same token the present divided opinion on matters of education and the resulting shrill controversy make the job of a critic a precarious one. He can hardly venture into 'no man's land' without having his head blown off, and if caught behind the lines he is apt to be shot as a spy. Under these circumstances the best plan would seem to be to conduct a patrol under the cover of darkness, thus minimizing the chances of sudden death, even if he is sniped at. The critic must assume the risk—and go still further. To continue the military metaphor, he must criticize and question features of the policy of the high command. I feel that many in the ranks of teachers would do so but are afraid of being labelled as disloyal. Not being in your ranks I may be allowed to voice such opinions and not be accused of treason.

### A truce in educational controversy

These reflections bring me to the first important thing I should like to say. Has not this great debate on education which

is now raging and reaching such far-ranging proportions served its purpose? Surely it is time that we ended this stage of violent controversy and moved into a second more constructive period. I therefore earnestly plead that we stop our sniping and remember that in this sort of thing it is only the students that suffer. It is surely time that all interested parties sat down together, got the essentials into reasonable focus and sought common ground and a common program. On their side, the educational authorities and those who are stubbornly determined to push the methods of recent years should realize that all is not well, that an autocratic attitude is disastrous, that they have no vested interest in education, that all wisdom does not reside in specialists or methods, that authority crushes independent and creative thinking in teachers, that it is possible that there has been too much domination of pedagogy over education and methods over content, and that in the changes that have been brought about in recent years there has been too much concession to the social religion of the democratic gods and the idols of the market place.

The critics on their side should realize the difficult problems of mass education which have been thrown up in such a relatively short time and have changed the emphasis of education. They should remember that education now has to compete with the media of mass culture—radio, movies, popular literature and organized commercial sport. In the strictures which they apply to the present educational system they should remember that education and the schools are being made the scapegoat for the grave deficiencies of society and the in-

# NOBLE THEME

E. P. SCARLETT

creasing failure of the home. They will concede that in whatever changes are made we must not lose the gains of half a century of humanizing the schoolroom, and that the wealth of new knowledge and methods has been beneficial, particularly in the elementary grades even if it has not yet been fully integrated.

There are no final solutions in education any more than elsewhere in life. There is no absolute answer to the question "What is needed?" But surely there can be compromises, a better understanding with regard to educational philosophy and policies, and achievement of common ground and positive action and agreement. In education as in all major spheres of life the pendulum has swung from side to side. At the moment under the pressure of modern life many think that it has swung too far to the side of technical, vocational and social adjustment emphasis. There are now signs on every side that the swing is beginning in the other direction and we should take note of these. No longer can the educational authorities take refuge in the policy of silence or evasion. I concede that the present angry argument has been inevitable, but continued longer it is intolerable, humiliating and betrays the real cause of education. In particular, teachers should not be asked to teach much longer under the heavy clouds of battle which hang over them.

All parties, therefore, should get together, reconcile their differences and achieve a better balance between the limits which make for sound education and for a satisfying life. I would plead

for such a course of action and would pledge the support of our own university in such a task. A conference under the authority of some agency is urgently needed and I hope that some steps in this direction will be taken without delay.

## The plight of the teachers

I hope that I can command your support to this end. I am tired of the teachers being made the inarticulate victims of the wrangling of educational theorists and those in the higher echelons of your profession, and at the same time of popular misinformed debate, much of it the result of guilty consciences. Certainly the difficulties of the teachers' profession do not decrease as time goes on. The Greeks had a proverb: "Whom the gods hate they make schoolmasters". I dare say that in your bitter moments you have suspected this malevolent wrath of the gods. I wonder whether you are familiar with the recipe for a teacher in the modern style? "Select a young and pleasing personality, trim off all mannerisms of voice, dress and deportment. Pour over it a mixture of equal parts of the wisdom of Solomon, the courage of Daniel, the strength of Samson and the patience of Job, season with the salt of experience, the pepper of animation, the oil of sympathy, and a dash of humour. Stew for about four years in a stuffy classroom, testing occasionally with the fork of criticism thrust in by a principal or superintendent. When done to a turn, garnish with an inadequate salary and serve hot to an unappreciative community!"

On more than one occasion recently I have protested against the bandying of

harassed teachers, the tragic result of which has been the driving away of recruits to the profession who would be devoted teachers. Your profession has had more than its share of the modern attack which is being made on those who make any claim to intellectual distinction. Unlike some of the other professions, your state is anomalous. You are supposed to teach but at the same time you get advice from every quarter; you lack real authority, your disciplinary powers have been weakened and you are expected to produce good results while at the same time the homes neglect their essential job. Your plight is worse than that of the clergy which is still partially protected by tradition and "the cloth". I can only marvel at your patience and restraint. As I see it, education at the moment is not unlike a game. The curriculum is the ball, the teachers are on one side, the public on the other, the Department of Education keeps the score and alters the conditions of the game from time to time, while officials wrangle on the sidelines. It may be exhilarating, even magnificent—but it is not true education. We will go a long way to composing our varying points of view if we keep in mind one paramount consideration—that nothing else matters too much if we have good teachers in the best sense of the word.

Because there are still so many good teachers, contemporary education is not quite in the desperate plight which is commonly portrayed. And the reason is that most of these teachers ignore all the 'tosh' and the pedagogic jargon and go ahead doing a sensible job of teaching. If some of the critics who are presently gaining the public ear would visit the classrooms instead of reading the highly coloured and heated tirades in the press, they would conclude that the schools are not so bad after all. These same teachers who are maintaining the state of education are, I think, inclined to favour the British tradition with its emphasis on the nurture of the human spirit rather than the harder

Philistinism now dominant in more extreme American pedagogy where the pupil is supposed to be conditioned and humoured in a hundred ways to secure his adjustment to the social environment. Moreover, they do not favour the prevailing soft child-centred teaching nor the removal of what is mistakenly termed drudgery from school work. Realizing all these things, is it not, in the vulgar vernacular, time to cut out the chatter and get on with the business?

#### **Society rather than schools the focal point of attention**

It is ungenerous and superficial to blame the existing educational system for many of the things with which it is presently being charged. My quarrel with much of the present criticism of existing forms of education is that the critics constantly overlook this point. Education has been caught up in the grave revolutions of our time, democratic, industrial, social and, not the least, the crisis in the ethical and religious sphere. Time everywhere has been moving too fast for perplexed humanity. Democracy lacks any well-defined conception of its ideals. And until we have a clear idea of what is a good man and a good society education must of necessity be somewhat confused and constantly be shifting its emphasis. We are in the midst of ideological and method controversies in education which emanate from the same anxieties that govern man's economic and political life. These anxieties spring directly from the disorder in man's own soul.

As a result of this state of flux in society and confusion in the world, education has to contend with a variety of agents; an increasingly mechanical civilization; powerful competing educational media such as the radio, the movies, and organized commercial sport—all geared to the lowest common denominator; lowered moral standards and weakened discipline; canons of taste and conduct dictated by a majority that has had its roots cut with traditional culture,

customs and standards; weakening of the home which is the most powerful social unit in our society. One cannot educate people very much faster than you can civilize the homes. We are confronted, too, by a war-minded society obsessed by the question of security. In this regard I recently saw a concrete example of education in chains. On a visit to a university campus it was necessary to have some sort of passport to satisfy the armed soldiers on guard at various entrances—and all because, if you please, there was a cyclotron on the campus. The schools have been caught up in this confusion and are having difficulty in making high standards prevail. As an instrument of such a society it is difficult for the school at the same time to be an agent of intellectual discipline. It cannot teach the virtues of high disciplined work if the society of which it is a part indoctrinates the child hourly with the desirability of an easy-going attitude, the virtues of techniques, machines, spectator sports and mass amusements, and caps it all with a demand for a sterilizing security. For a segment of our population under these existing currents of life, the school has become a kind of asylum or refuge rather than an educational institution, a place in which to keep adolescent boys and girls from running the streets and to provide them with diverting amusements and a minimum of real work. Personally I have been horrified (and it takes something to horrify a physician) at the ends to which principals and other teachers are driven in the measures they are forced to adopt in connection with school dances, fraternity affairs and other student activities.

The school has taken over another function—that of occupying our young people until they can become producers and consumers in society. This may be socially wise, it may be realistic, but it is throwing an intolerable burden on our secondary schools. It means that those in command of these schools must find something of sufficient interest to appeal to these masses of young people. It

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**Dr. E. P. Scarlett is a Calgary doctor and is chancellor of the University of Alberta. This article is an adaptation of an address delivered to the Calgary City Convention.**

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may eventually evolve some sort of rewarding disciplines for these masses, but at the moment what is being done for them can hardly be called real education. The critical point in the program which is being adopted at the present time is that it must appeal. The youngster is the criterion—you as a teacher must appeal or be lost. This has forced the teacher to obey the doctrine of cultural Jacobinism, to wit, that he is equal to his audience but not superior to it. Like the popular entertainer, he must appeal and please, and the quickest way of pleasing is to simplify, over-emphasize and play up the popular interest. This is surely an intolerable situation and an affront to the self-respect of every teacher.

In the face of this situation in education which stems from the disorder in our world and in the mind of contemporary man, there is no need to surrender to the currents of the time. Above all, we must not fall into an equally disastrous error—which in some ways I think we have already done—namely, get lost in experimentation. Rather it is the task of education at all levels to continue its age-old task of redeeming society. In this task it must depend less upon the prevailing fashionable psychological trends of the moment than upon a reassertion of the universals which have survived the anxieties and crises of other times and peoples. And it must remind the public that our most pressing ills are to be found in the standards and temper of society and the home—and not in organized education.

#### **Some more specific matters in education**

May I now deal with some specific matters, and view these mainly from the  
*(Continued on Page 42)*



To improve education service

## Investment In Teachers Needed

E. J. HANSON

Reprinted from *Trend*

**I**N our democracy there is a continuous drive toward equality of conditions, of opportunities, and of fair treatment. Indeed, democracy is not so much an abstract ideal as a state of affairs. It is a state of affairs under which there is a persistent tendency to open doors of opportunity to as many people as possible. Education is one of these doors. We are dedicated to the principle that all the children in our country are entitled to an equitable opportunity to obtain a suitable education insofar as the state-supported schools can provide it.

The performance falls short of the perfection implied by the statement of principle. It does so because there are too many students and too few teachers. There are too few economic resources devoted to the production of educational services to attain the ends sought. This is recognized and is the subject of inquiry and research such as that carried on by former Dean LaZerte, University of Alberta, for the Canadian School Trustees' Association. Recently, too, committees on educational research were organized at the University of Alberta. Then there are the periodic Royal Commissions in various provinces which examine school finances in conjunction with local government finance generally. We are grappling with the problem of providing better schooling, but we are not making the most rapid headway. There are so many other demands on our income that it is difficult to spend more on education.

Albertans spent 3½ percent of their incomes on the public schools in 1939. We spent the same percentage in 1953,

although total public school spending had risen to \$40 million as against about \$10 million in 1939. But the incomes of Albertans have risen at the same rate. There are also more children than in 1939. The agencies responsible for spending the funds—our provincial-local governments—devoted about 25 percent of their total expenditure in 1939 to the public schools. The proportion was the same in 1953. In terms of our resources, then, we have not progressed at all in school financing during the last fifteen years.

We shall have to try to do more for the schools if we want rising standards of performance. It is not only a case of opening doors of opportunity, it is also a case of furthering economic progress. Funds spent on education are an investment in human resources which will pay dividends in future years in terms of increased production of goods and services. Education provides both skills and attitudes which promote production.

To do something we shall have to do more toward breaking property tax bottlenecks, reorganizing local governments, and improving inter-governmental relationships. It might be that many of the objections to federal aid could be overcome by a system of counties or other all-purpose local government authorities, receiving unconditional grants. There is a strong presumption that a goodly portion of the grants would be spent on the schools.

Let us emphasize the point that education is not an industry which can produce a uniform quality product at falling dollar costs per student as the number

of students rises. It is an industry in which the personal element, and not the machine, is of crucial importance. In short, it cannot mass-produce. We would get more value per dollar spent on education if we had more teachers—not necessarily supermen, but ordinary mortals with a reasonably high standard of training and ability.

There are not enough experienced, trained teachers to go around because there are easier occupations than teaching and because there are so many alternatives that offer at least equal, and often better, remuneration. How often one meets ex-teachers who have entered other occupations who tell you how much less trying their present positions are. Some tell you that teaching, if arduous, is most satisfying—but they have families and cannot afford to be teachers. In the meantime we fill the gap with six-week trainees—making mockery of the veteran teachers—and almost pray (may God forgive us!) that another depression will come along to entice a wave of able, eager recruits as during the 1930's when other alternatives receded and the financing of a university degree became a prohibitive or painfully long process.

The work of the teacher with the conscience is most demanding. Somehow people think of teachers as people who work only five hours a day for five days a week and have a two month vacation to boot. Most of that vacation is often spent at summer school instead of replenishing nervous energy lost during ten months of teaching. Jacques Barzun, in his *Teacher in America* calls teaching "backbreaking" and steady teaching "a task that would fray the nerves of an ox". He continues: "An hour of teaching is certainly the equivalent of a whole morning of office work. The pace, the concentration, the output of energy in office work are child's play compared with handling a class." How many office workers would like to try to speak to a group of people most of the day or to five, six, or seven different groups throughout the day—on different

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Dr. E. J. Hanson is associate professor of economics and is administrative officer of the Department of Political Economy in the University of Alberta. He taught in rural and town schools of Alberta for several years prior to World War II.

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topics? The reply usually is that teachers are different—they are used to it. But teachers are not very different from other people. Those who become used to it do so only as they acquire a jaded, diffident self-defence against the surging, and sometimes unruly, groups they face.

This does not tell the whole story. The teacher's task is indefinitely expandable—expandable to the limits of his time, energy, skill, interest, and conscience. People who are asked to give speeches, are usually told in advance, so that they can prepare. Teachers must also prepare. If they are fortunate enough to be in charge of one grade, they still have to juggle six to eight subjects. They are fortunate in having to deal with only thirty to fifty personalities. They can therefore learn a great deal about their students, and help them accordingly. If they are submerged in a departmentalized school, they have to prepare two, three or four subjects for six to eight classes of different students totalling more than two hundred by the end of the day. It is difficult, no matter how hard they may try, to give students the personal help they may need. If they are to mark even one written short composition of each student each day, they are faced with a staggering work load. Even at the rate of one minute per paper it would take nearly four hours daily. Some teachers try—and break or bog down—for their energies for daytime teaching are sapped.

Yet English cannot be taught effectively unless students are given as  
(Continued on Page 53)

## The Hearing Handicapped

JEAN L. DIXON and LILLIAN KNIGHT

**M**OST authorities agree that between one and two percent of all children have a marked hearing defect. If this is true, then there must be many children with impaired hearing in Alberta classrooms whose defect has not been recognized. Such children will hear only part of what is going on around them, and because of this, may be considered dull, lazy, or uncooperative. Possibly hearing tests should be included in the routine physical examinations of school children.

There may be 100,000 persons with impaired hearing in Canada and 10,000 in Alberta. Children may be born deaf or acquire deafness after a period of normal hearing. Causes and types of deafness vary. In those who are born deaf, deafness may be the result of heredity, birth injury, Rh factor, or prenatal infections. Acquired deafness may be the result of meningitis, scarlet fever, ear infections, pneumonia, whooping cough or accidental injury.

### The importance of hearing in normal development

Children who are deaf do not learn to talk unless they receive special training. Children who hear imperfectly talk imperfectly. Their enunciation is poor and the voice may have a flat quality. Their understanding of what is said to them may depend a great deal on visual clues—gestures, facial expressions, lip-reading, or copying the responses of others. These children may be more physically active in exploring their environment, in order to use their senses of seeing, feeling and touching, to supplement their limited hearing experiences. The deaf child thinks in terms of concrete experiences. If he

has never heard a bell ring he has difficulty attaching meaning to a picture of a bell. A picture of rain means something different to him than to a child who has heard it patter on the window pane. He has difficulty making verbal generalizations or thinking in abstract terms.

The child who does not hear is usually socially immature. He is slower to learn to care for himself and is more dependent on adults. Teachers must help hearing handicapped children to acquire a maximum of independence and at the same time help them to accept the amount of dependence that is necessary. The limitations of deafness do not mean a generalized inferiority. The child with a marked hearing defect often tends to withdraw into a phantasy world of his own. He needs constant reassurance that the real world of activities is all right and that he has a place in it.

Intellectually the deaf child is considered quantitatively equal to the hearing child, although he is qualitatively different. It is difficult for him to live up to the potential of his intellectual capacity in a hearing world. He thinks in terms of concrete situations and cannot use his ability in as broad or abstract or subtle a manner as the hearing child. He obtains average scores on performance tests, and about two-thirds of average on verbal tests. A more detailed discussion of test responses is included below because it will help the teacher to understand the type of difficulty the hard-of-hearing child has in the classroom.

### Discussion of test responses

The "Wechsler Intelligence Scale for Children" was administered to ten

pupils of a hearing conversation class, ages 9 to 14. These children used hearing aids, could lip-read, could read the printed page, and had the academic and social advantages of special education. Many of the difficulties which appeared in the test were not due to lack of communication with the examiner, but to the isolating effect of their hearing handicap since birth. The mean performance I.Q. rating was 25 points higher than the mean verbal I.Q. rating. On performance items they rated in the normal group of intelligence, while on verbal items they rated in the moron to borderline group.

All the children were poorest on vocabulary, both in ability to explain meanings and in ability to recognize the object without giving a definition. Words are defined as concrete associations. Examples are: hat, put on head; fur, lion has fur on neck; brave, Indians are brave; join, join Navy. Comprehension questions are poorly answered, apparently, partly because the sentences were too complex for them to follow, and partly because of the generalizations required. Sample questions are: What is the thing to do if a fellow much smaller than yourself starts to fight with you? Why is it better to build a house of brick than of wood? General information is poor. Similarities are difficult for the hard-of-hearing. The answer to, "How are a cat and a mouse the same?" is likely to be, "The cat chases the mouse."

These types of questions give a false picture of the intelligence of the hard-of-hearing, but they do give insight into the type of difficulty they have. They have difficulty with relationships, connecting words, and words which do not represent concrete objects which can be seen and touched. Examples of difficult words are: why, because, due to, better than, therefore, if, unless, who, the same as, different from, under, and on top of. They often cannot generalize and make judgments for types of situations. Their experiences are limited, both those they have first-hand, and

those that they have vicariously through the medium of language.

They are able to handle performance material on the test much better. The block designs and object assembly subtests are done best. These require visual-motor coordination to make concrete designs, or the shapes of familiar objects. Picture arrangement is done well. It requires visual-motor coordination as well as an alertness to social relationships. Picture completion is done quite well and requires pointing to the missing part of a picture. This requires alertness to environmental detail. Arithmetic is good if sentence structure is simple enough.

#### **Test description of boy age 11, who has responded well to special education**

Speech is understandable, although he has poor enunciation, particularly on word endings. He uses good expression; when he mumbles to himself, enunciation is very poor. He often pauses to get the right word and finds it easier to use gestures rather than precise verbal expression. He is anxious to do well and tries very hard and persistently. He is very alert to gestures and appears to lip-read. He handles complete sentences if material is not too difficult or unfamiliar. He responds better to very simple sentences with key words emphasized. He comprehends written questions better than oral questions, but even here, he frequently misses the precise meaning of the question and gives his associations to the key word. He has difficulty with the concept "why" and "the same as". Hearing defect has interfered with verbal facility and verbal concepts. This appears to account for low scores on vocabulary, information, similarities, and comprehension.

Performance items and arithmetic are average or above. He is alert to detail and to social situations. Visual-motor coordination is good. He shows quick confident responses in this area. He reads well and likes comics.

He is interested and cooperative. He seems happy and friendly, although quite serious and tries hard to maintain normal contacts with his surroundings.

#### **Diagnosis**

Parents of hard-of-hearing children are often concerned first that the child is slow in learning to talk, or that he is difficult to manage and does not do as he is told. He responds to some sounds and not to others. He may be very active and have temper tantrums when restricted. His voice may have an unusual quality.

Teachers of hard-of-hearing children may find that the child misinterprets instructions, that he does not pay attention unless he is looking directly at the teacher, that he does not get along too well with the other children. A child with defective hearing who has learned to lip-read may get by in the classroom for several years without his defect being recognized.

It is possible to administer group hearing tests and then check the doubtful cases individually. An adequate audiometric test can generally be given when the child is five years of age. The audiometer produces sounds of various pitches and frequencies and can determine the degree of hearing loss for different tones. A hearing loss of from 0 to 15 decibels is considered normal hearing. A loss of from 25 to 85 decibels indicates impaired hearing. A hearing loss of more than 85 decibels is considered indication of total deafness, that is, "no usable hearing". Children with impaired hearing should be examined by a specialist and his instructions followed. Any person with a hearing loss should have his hearing tested once or twice a year, depending on the type of hearing impairment.

#### **Help for the hearing handicapped**

A hearing aid will help the child who has sufficient residual hearing to use one. If the child is totally deaf no amount of amplification will permit him to hear. The child should be fitted with

an aid as soon as he is able to handle it. Two years of age is generally too young unless an adult is present to work with the child while he is wearing it. The four-year-old can learn to use the portable hearing aid himself. The child needs help in learning to use the aid. He must learn to control the amplification because otherwise the incoming sounds may be extremely confusing or painful. It is best for the child to become accustomed to the hearing aid early. Older children often feel self-conscious about wearing them in public, although they want to wear them in the special class where everyone else is wearing them too. All hearing aid wearers should occasionally syringe the ear in which the button of the aid is worn with a solution of warm water and baking soda. This dissolves the wax which normally flakes and discharges.

#### **Hearing conservation class**

The hearing conservation class was started in Edmonton in 1946 and in Calgary several years earlier. It accepts pupils whose hearing loss is between 25 and 85 decibels on a pure-tone audiometer test, and who have been screened by the Provincial Guidance Clinic to indicate that they have at least average mental ability. Some rural children board in the city in order to attend these classes.

On admission to the special class some children have behaviour difficulties which must be overcome before making any progress in speech or school subjects. If a hearing aid can be worn, the parents are encouraged to buy one. The child is given training at school in the use and care of the aid. At six years of age, by means of the hearing aid, many of these children have their first real hearing experiences. They have missed out on important years of learning that the hearing person takes for granted. They are encouraged to wear their individual aids outside of school so that learning through hearing may be continuous.

The classroom is acoustically equip-

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Jean L. Dixon is associated with the Provincial Guidance Clinic for the Province of Alberta. Lillian Knight teaches a hearing conservation class in the Edmonton Public School system. Both are members of the Northern Alberta Council for Exceptional Children.

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ped. On each desk is a control box into which is connected a microphone and a set of earphones. By means of a rheostat each child is able to control the amount of amplification needed for his own use. The group hearing aid is used for reading lessons, oral language work, speech correction and acoustic training. The children can hear and see the teacher speaking, can hear each other, and they can hear the sound of radio and films.

Emphasis is placed on speech so that the child can learn to converse with hearing persons. Lip-reading in itself is not adequate inasmuch as only 65 per cent of the spoken sounds can be read on the lips. For the child with usable hearing, a hearing aid plus proficiency in lip-reading is the most effective combination. The child will learn to use other senses to compensate for the hearing loss, and he may become exceptionally alert to gestures and facial expressions. He needs self-confidence and successful experiences with other people — to be able to run errands, to do things independently, to share games and social activities with hearing children. He must be helped to make the best possible adjustment in the hearing world. After speech is secure and adjustment satisfactory, the child at grade six academic level is encouraged to return to the regular classroom in his own school.

#### **Alberta School for the Deaf**

Alberta's School for the Deaf under the provincial Department of Education is expected to open in the fall of 1955 with a probable enrolment of 120 children five and a half years of age and up. It will be a residential school located in Edmonton at 113 Street and 61 Avenue. Cost of construction will be

\$1,200,000. Plans include the best facilities for specialized education, comfortable living, and recreation. The principal is Mr. L. A. Broughton. The school aims to provide education for those children who are either totally deaf, or too deaf to profit from specialized instruction in an ordinary school, and who have the mental capacity to benefit from such instruction.

Methods of instruction will vary to fit the individual needs of the child. Oral methods, speech training and lip-reading, will be used as much as possible. Since children will be accepted at from five and a half to six years of age and in most instances will not have had the advantages of pre-school special training, it will probably be about three years before they are ready to begin Grade I work. The regular Alberta curriculum will be followed with modifications only in teaching methods. Vocational training will be introduced at about twelve years of age and may include such activities as home economics, beauty culture, commercial, typing, tailoring, woodwork, metals, welding, shoe repair, barbering and photography. The Department of Education supplies free board and tuition. Parents are expected to pay for clothing, spending money, medical surgery, glasses, and some types of hearing aids.

#### **Advice to parents and teachers of hard-of-hearing children**

All children need affection, security, consistent management, and training. The hard-of-hearing child may require more patience and understanding because he misses much of the affection and teaching that depends on verbal communication. The following sugges-

*(Continued on Page 51)*



Not enough trained minds or minds-in-training—

# EDUCATION

**Y**OU and I are shareholders in Canada's biggest business—education. Educationists would probably also assure you that education is Canada's biggest problem.

As shareholders, we have an investment in primary and secondary schools of about one billion dollars, and there is something unusual about being a shareholder in this enterprise: by law we are owners and by law we must remain owners. In any enterprise I know of, it is the owners who decide upon the objectives and judge whether they have been achieved. It is the public's concern, that is, our concern, to see that the product of the schools justifies the investment and meets the need. If the public has that privilege and responsibility as the owner of the Canadian school system and does not adequately exercise it, then we cannot properly complain if the results are not entirely satisfactory.

## Have we any problems in Canadian education today?

The simple facts are that Canada is seriously short of professionally-trained manpower—doctors, engineers, teachers, chemists, dentists, and that we are even short of professional teachers to train these professional people.

As if our current shortage weren't bad enough, our growing population, our expanding economy, and the growing complexity of industrial processes are creating steadily increasing demands for technically qualified manpower. And educational requirements are rising for many jobs currently classified as non-technical.

At the other end of the pipeline, our schools are crowded with 3,000,000 young Canadians, most of whom will

stay in school longer than their parents did. But of these 3,000,000 hopefuls too few will enter university; of those, too few will graduate; and of those who do graduate, too few will go into teaching. Every year the shortage of professionally-qualified teachers becomes more serious; we are actually losing ground. In 1951 the shortage was around 5,500; in 1952, 6,500 and in 1953, 7,000. One result is that today 20 percent of our students in primary and secondary schools are in the hands of teachers who do not have minimum professional qualification. One bright spot is that the percentage of professionally-qualified teachers is slowly rising; but we are still woefully short in numbers.

You are as aware as I am of the factors that tend to make teaching unattractive for young people. Teachers' salaries have doubled in the past 10 years and trebled in the past 15 years but the average salary in provincially-controlled schools (excluding Quebec) was still only \$2,510 in 1953. The real tragedy of the situation is that a large part of the public aren't really interested. A survey a month ago showed that over one-fifth of them don't even hold an opinion and another 44 percent are so unaware of the significance of the situation that they are satisfied with today's teaching salaries. We can be thankful one-third had the courage to say present salaries are too low and we can only hope they prove to be a militant third.

Our continued progress, sociologically and materially, springs from the development and application of man's knowledge and man's ideas. Our hopes rest with the trained mind.

Today we just haven't enough trained minds or minds-in-training at the professional level. Industry may be slightly



# AND INDUSTRY

better off because it is able to out-bid education for trained people; but this is only part of a vicious circle. The more qualified people won by industry, the fewer are available to train tomorrow's professions.

## **Joint effort needed**

The answer does not rest with educationists alone but must come from the joint effort by industry, education and the community as a whole.

First and foremost, we must help to attract more young people to the teaching profession. How? By working towards higher salaries more in keeping with the social worth of the profession, by improving the instruction in teacher-training colleges and encouraging today's teachers to improve themselves.

Second, we must tackle the problem of having potentially good talent, remaining undeveloped, young people of obviously above-average character and ability who may lack the educational opportunities they merit and would seize. Drop-outs of such youngsters in secondary schools represent a loss the nation cannot afford. At the same time, we should stiffen our university entrance requirements, discourage the snap-course members (the "breeze boys") and encourage those with specific goals. False starts by undergraduates who lacked adequate counselling also represent a loss—to the university, the community and the individuals. By first year college we should be able to advise those who will make the best teachers, the best scientists.

## **Shortage of science specialists**

Let's take a closer look at one specific problem: the critical shortage of qualified science teachers. Unless their num-

## **HERBERT H. LANK**

ber increases some schools may have to restrict science teaching as has already been done in some sections of the United States and the United Kingdom. At best, it looks as though the standard of science instruction will be lowered and even fewer students may be inspired by the zeal of their teachers to pursue their science studies in university.

In Ontario alone, the proportion of specialized teachers has dropped 15.6 percent in the past 10 years but the proportion of science specialists has dropped 24.5 percent. Of the 650 Ontario science teachers in 1953, only 40 percent were specialists and of these only 15 percent were under 35 years of age. This suggests also that as present specialists reach retirement age there will be too few even to replace them. To maintain even the present proportion of science specialists in Ontario secondary schools, an annual average of at least 20 honour graduates in science should be entering the teaching profession. In 1953 and again in 1954, only five specialists in science enrolled at the Ontario College of Education. This year nine are preparing for science teaching.

## **Scholarships will help**

This survey, incidentally, was made recently by a committee of educationists who were asked by my company to suggest where financial aid by industry could best be used. This committee recommended annual scholarships to university science graduates to encourage them to take further professional training to prepare them to become secondary school teachers. They fur-

ther recommended that fellowships be made available to those already teaching, to do postgraduate work in science or to enable teachers to attend postgraduate summer courses in science.

Here is just one way, it is felt by educationists, in which industry can aid the teaching profession in meeting a common and urgent need.

You are undoubtedly familiar with many effective plans for supporting graduate and postgraduate students. The Massey Report dealt pointedly with this subject and said: "The most effective way to create equality of educational opportunity is through a well-devised system of national scholarships". The report went on to say that Canada, by her too great dependence on American fellowships for advanced study, particularly in the humanities and social studies, has starved her own universities which lack not only money but the community of scholarship essential to the best work.

One facet of this problem is under study at the present time, the matter of Canadian students in science and engineering who are attending American universities for their postgraduate studies. The Chemical Institute of Canada is conducting a survey this month among such students to learn why they chose an American university rather than a Canadian one, what changes in the current academic picture would have induced them to pursue such studies in Canada, whether there was an advantage in the amounts of fellowships offered in the United States, and what their attitude is towards potential career opportunities in Canada and the United States. The results of this study, which is being underwritten by one company, should be of practical interest to Canadian educationists, business men and government officials.

Considerable is being done in education-industry cooperation. Gifts for buildings and equipment, the endowment of chairs, are obvious additions to the pattern of scholarships and fellowships. In 1951 some 900 Canadian com-

panies reported to the Committee on Corporate Giving that their gifts to education were approximately 10 percent of their total "charitable" donations. I would hasten to question whether business gifts to education should be classified as charitable donations: I suggest they are an essential cost of doing business and staying in business.

Obviously much more money could be put to work in education. Our national bill for education is still only about three percent of national income though it has risen slightly from the 1929 percentage of 2.7.

Of course, money alone is not enough to ensure the effective and adaptable program of education required by our dynamic society. Industry should also make available to education some of the knowledge and experience it has accumulated through years of applied research, production and management administration.

#### **Exchange of education and industry personnel**

Just as an example, many companies have in their employ capable engineers, and other scientists who could contribute to the practical training of university students. At the same time, there are in the universities teachers who feel out of touch with industrial developments. Why not an exchange scheme whereby industry loans a selected man to teach full or part-time in the university which, in turn, would send a teacher into industry for a defined period, thus broadening his experience and bringing a fresh new point to bear on some of industry's problems.

We in my company are well pleased with our experience in employing university and secondary school teachers during the summer. For example, at our Maitland plant we had with us last summer two teachers from the Brockville Collegiate Institute and an associate professor of chemistry from the University of Toronto. We plan a repeat this summer, because it's good business for them and for us.

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**Herbert H. Lank is president of the Du Pont Company of Canada Limited. This was his address to the Empire Club of Canada during Education Week, 1955.**

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#### **Liaison needed**

In addition to the methods of help already mentioned, industry can provide much more in the way of teaching aids, more informative booklets, films and process charts; it can arrange more plant visits for students and teachers alike; it can provide more assistance in vocational guidance at all levels, by having representatives take part in student forums and bringing in school vocational counselors to study first hand your needs and standards.

Even more pointedly, there is need for an informative booklet outlining career opportunities and satisfactions in the field of teaching, for distribution throughout the secondary schools. The teachers' organizations would gladly provide the material if a sponsor would arrange publication. These career opportunities might similarly be publicized in national advertising throughout Canada.

One of the newer major developments at the university level is the school of business administration. Judging by the number of senior employees encouraged to take extended courses, these schools are undertaking to provide a helpful and practical service. But they must be assisted by business itself in planning and organizing their programs, must draw on us for material and frequently borrow instructors and discussion leaders.

The basic needs, of course, are for closer liaison between education and industry right across the board, so that needs, plans and methods are mutually understood. I wonder, for example, how many educationists have any realistic

idea of the time and effort devoted in business to staff recruitment, training and development. That is a major function in every well organized business. One of our department managers periodically reminds his staff that one of his prime responsibilities is to find people he can conscientiously promote; and I can assure you it is one of his most difficult duties.

On the training of production staff, I would cite an illustration from one of our own newer plants, a rather technical operation employing several hundred people who were previously inexperienced in that type of thing. Among other technicians we required 30 instrument mechanics for whom there is a rapidly rising need. We recruited our men, each with junior matriculation, and then gave them each 780 hours of training, equivalent to more than 19 five-day weeks. We gave them specific training in mathematics, physics, chemistry, draughting, care and use of equipment, and so forth. The training cost per employee in that group of 30 was \$1,600, including wages, instructors and incidentals.

I'm glad to add that this new demand for instrument mechanics has been recognized and a course is now available at the Ryerson Institute of Technology here, a fine example of education responding to industry's needs. As industrial operations grow increasingly complex, educational requirements for industrial jobs will continue to rise—and continue to evolve as technology changes.

#### **We need to match the dedication**

Like any head of a family and employer of young Canadians, I have some knowledge of what is going on in the educational field and among our Canadian educationists. I believe most of them are quite aware of what could and should be done to improve our educational system and that they are taking aggressive and imaginative action to the extent that you and I, as taxpayers and business men, make it possible for them

*(Continued on Page 52)*

# Are We Griping Ourselves Sick?

ROBERT F. TOPP

Reprinted from *Illinois Education*

A MAJOR occupational hazard of teaching (but not teaching, alone) is the persistence with which an emotional condition characterized by almost habitual complaining seems to spread itself among our members. For want of a better term, it might be called the "Chronic Complaint".

It should be repeated that chronic complaint is not a condition found among teachers, alone. Office forces in almost any business spend a good deal of their time griping about the boss, the pay, the conditions of work. Even the boss gripes, often in turn about employees, high taxes, or long hours of work. Doctors gripe, lawyers enter complaints, perhaps even a few clergy whisper a prayer or two about injustices that make heavier the burdens of their work.

But here because we are concerned with teachers—important people in close association with children who are busy growing up in the likenesses of those they admire and respect—these remarks are directed toward those who educate.

Typically the habitual complainer greets the dawn with "Another Day!" These words can signify how happy one is to be alive, but in the case of this individual they are more apt to imply that anticipated horrible events are too much to face. From this beginning our representative case-study moves along his or her griping way. The eggs are too well done, the car is cold, the school yard "certainly looks like a dump!" To our sick friend there is no reason why teachers have to come to school 30 minutes before "the brats" arrive; the custodian never sweeps in the corners

and the principal always has that silly smile on his face. We teachers better get together, too, and see about higher salaries before the next depression sets in—which will be soon.

## And so on through the day

"If those supplies don't come today I am going **straight** to the superintendent." As for those cumulative records, why bother with them? No one ever looks at them again, anyway. So on through the day he bemoans his fate until sleep mercifully closes out the sights and sounds of living with people. (And it might be added, mercifully closes out the sights and sounds of our griping friend from his associates.)

How can we prevent this attitude-illness, or if we have caught the disease what can we do as remedy? It is important that we do prevent it, of course, both from the viewpoint of our own satisfactions and from the viewpoint of others who live and work with us. To the chronic griper the world must, indeed, be an unhappy place. To those who are forced to associate with him—and few will do so voluntarily—he decreases their enjoyment in living to the extent that they take seriously what he has to say.

## It spreads like a disease

As for the effect he may have on his school and the children whose lives he touches, there can be little doubt that the chronic complainer's influence spreads far beyond the face-to-face contact he has with pupils or colleagues. Confined to those situations unwholesome effects of his viewpoints are bad

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**Robert F. Topp is dean of the Graduate School of the National College of Education, Evanston, Illinois. Dr. Topp believes that teachers need to rid themselves of the habit of complaining about their work.**

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enough but like some insidious disease his ideas spread unrest until an entire faculty can be made discontent and ineffectual.

Chronic complaining can be said to be a nervous habit, somewhat like cracking one's knuckles, swinging a watch chain, stuttering, or wearing a perpetual frown. Only it is more serious, often more deep-seated, likely to be more difficult to remedy.

As with any emotional or nervous condition, what is observed is only the exterior manifestation of what is going on within the nervous system and body of the individual. Something inside is causing problems which show themselves through some of the simple habits described above, or in the more complicated conditions of perpetual complaining, stuttering or other forms of anxiety. Conflicts between aspirations and achievement; frustrations growing out of those conflicts; boredom and distaste for one's lot in life; feelings of inferiority and the like may contribute to the formation of habits that typify the chronic complainer.

Continued griping is, then, a symptom of something deeper, and by rights its correction should be brought about by clearing up the fundamental cause involved, if possible, but often it is not possible. For example, it would not be too far-fetched to imagine an individual who had always wanted to be a physician but because of financial difficulties was forced to settle for teaching as a profession. Further than this, supposing the same person discovers that promotion has not come as rapidly as he would de-

sire. These fundamental disappointments combine, and the consequence is the chronic complaint.

The happiest solution would be for the teacher to secure the money that would enable him to become a physician, or in lieu of that, somehow at least to gain promotion. Obviously, such things seldom happen outside of Horatio Alger strive-and-success stories. Because the world is real and sometimes unmanageable, our perpetual griper must continue to gripe unless something else can be done for him.

When the realities of life cannot be changed; when we cannot become doctors or get married, be rich, or be the boss, or accomplish whatever our goal may be, there remains only the possibility of gaining a degree of insight that will enable us to make the necessary adjustments—to make peace between ourselves and our way of living. Through insight, the recognition of the reasons for some of our maladaptations, we may be able to make changes in our way of living, in our behaviour, or in our attitudes that will lead to greater satisfactions for ourselves and more enjoyment to friends and colleagues who associate with us.

When dissatisfactions seem to be within the work we are doing—when we are unhappy and leave no doubt about the matter—the only solution may be to find another kind of work. If this is actually the cause and the unhappiness is not something we will carry with us no matter what we do, a different profession should be sought even if it means loss of money or prestige, or if other sacrifices must be made. It is folly for a person to devote a life to an occupation that, for him, contributes nothing for security of a sort.

Usually, when chronic complaint catches us, it is more apt to be a generalized attitude: we would gripe and complain no matter what we did. Several recommendations can be made that should be of some help, perhaps only in alleviating the symptoms of malcontent, but that, in itself, should be

a blessed relief to the sufferer and his co-workers!

### **The first step is a physical**

In any case, the first step is to have a complete physical examination—not just a “once-over”, but a thorough check-up. The intellect, emotions, and physical well-being of an individual are so integrally a part of each other that many a maladjusted person is that way simply because he is carrying the burden of an undiscovered physical ailment.

A second possibility is to ask ourselves if we are putting every effort we can into our work. Are we devising new plans to make learning more interesting for our pupils? Are we wholeheartedly giving as much attention to the individual needs of children as we could be? Are we concerning ourselves with the individual differences of the children we guide in such essential areas as their physical and emotional-social health?

In other words, are we looking outward toward the problems and needs of others, or are we continually thinking of our own reactions and personal problems in a purely self-centred way?

Without our knowing it, continued routine can become boring, subtly influencing our outlook on life and contributing to our tendency to complain. Our work can be made less “routine” by putting more ideas into it, as above. Outside of school hours we should keep our minds (and bodies) busy at varied activities of real interest to us. Hobbies, sports, entertainment, clubs, and other social activities that can be anticipated during the day and enjoyed after working hours will contribute to making our lives more meaningful.

If some of our interests can be planned so as to force us out of doors into active exercise, mental hygiene benefits will be vastly greater. Few types of experiences do so much to establish the true proportions of values in our lives as does physical activity. The minor irritations that prompted us to complain are again reduced to their insignificance,

and the frequency of our gripes is decreased accordingly.

Religion in some form ordinarily must become part of the lives of each of us. The continued opportunity at least once a week to participate in spiritual experiences and to feel the atmosphere of worship makes immeasurable contribution to our personalities. Religion, too, re-establishes proper proportions and permits us to grow as humane and civilized individuals.

In spite of the above remarks which seem to represent pat answers to the emotional condition that concerns us, there are no pat answers. Each individual involved and this is every individual who associates with people—must come to know himself and his daily activities well enough to discover sources of maladjustment. There is no substitute for this continuing process of self-discovery, even when the person is under the guidance of a mental hygienist.

### **Conduct a self-inventory**

Consequently each of us should take advantage of moments alone when we can think without interruptions: times when we are riding to work, making personal preparations for the day, or sitting in waiting rooms. Seizing these relatively rare moments when we can be with our thoughts for a while, we might think through some of the following ideas in a “self-inventory” way. They may lead our associations to the remedy (or prevention) of chronic complaint:

1. Have I already established the habit of continually complaining about fundamentally unimportant aspects of my life?
2. Is there some innate condition characteristic of teaching that is making me unhappy?
3. Am I putting all my energies into my job, when on the job, forgetting work problems when not at work?
4. Do I tend to analyze other peoples' actions and their effect on me, rather than giving thought to my own actions and their effect on others?

*(Continued on Page 54)*



## ***The Forward Look***

Reprinted from CEA News Letter

This is the time of year when many school boards are discussing salary questions with their teachers, and increasing complaint is being made by some trustees and newspapers that teacher salary demands are becoming excessive and unreasonable. The ratepayers, it is said sternly, will not stand for any further increases in the tax rate.

A more cheering light was cast on our professional new year through reading a report by a salary committee of the Etobicoke Board of Education. Said its chairman, Mr. J. D. Parker, "My committee recognized that if the old 'ABC' traditional procedure of **Ask, Begrudge, and Compromise** was to be avoided, a different approach must be discovered."

### **A salary policy**

The Etobicoke Board accordingly announced in a press release that its policy in making salary proposals to its teachers was based on these views:

- "The teacher shortage, of which we are all aware, will soon place the teachers in a position where they will no longer have to ask, but will be able to demand—and enforce those demands. Therefore, the relationship between boards and teachers will not be improved, but rather to the contrary.
- Our young people are not entering the teaching profession in the required numbers. Similarly, the teaching profession is not obtaining a reasonable share of university graduates. Therefore, if we are to obtain the type of teacher we desire, quantitatively and qualitatively, the profession must be comparable to the other

opportunities and professions open to our young people.

- The financial impact of our proposals we believe to be acceptable to the ratepayers. A careful review of all factors makes it imperative that to ensure an adequate standard of education for all Metropolitan (Toronto) children we must look beyond temporary experience and assist the teaching profession to achieve the status it is so important to us that it hold."

### **They want the best**

When parents are obtaining a dentist or doctor for their children, they invariably seek the best they can possibly afford; for some reason however, a similar discriminatory attitude seems to be lacking with regard to teachers, even though the teacher will have a far greater influence on the child's development, happiness, and career, than will his doctor and dentist. Doctors and dentists should certainly be competent but most doctors can treat measles and whooping cough and most dentists extract or repair teeth with reasonable efficiency.

On the other hand, while all of us can remember teachers to whom we owe much, we can also remember years which were completely futile, years which were fraught with lost opportunities for learning and inspiration. The salary committee of the Etobicoke Board in its stated policy (and without regard here to the mechanics of its proposed schedule), has put forward a point of view which should do much to improve the status of the teaching profession in

*(Continued on Page 55)*



# We Love Our Teachers

GENE GODT

Reprinted from *Midland Schools*

**I** LOVE, honour and respect school teachers. I think they are wonderful. Such was not always the case. Back when I was a school boy—shortly after the war between the states—I had no such exalted opinion of the ladies and gentlemen of the faculty. School to me was a dismal place—smelling of pencil shavings, chalk dust, and floor oil—peopled by martinets and sadists.

But all this has changed. And so, I'm afraid, have I. It's something like your relationship with your own parents: you never truly realize how much you respect them until you have children of your own.

Frankly, I don't know nearly as much about the people who teach my children five days a week, nine months a year, as I should like to. Certainly I don't know them half as well as they must have come to know me through the reports my kids make at school. Some of the things I've heard of these guileless youngsters during their "telling" time or "news report" periods at school make my very blood run cold.

## What happened at school?

And my sly efforts to find out how things are going at school are—generally speaking—fruitless and to no avail. When I come home from work at night, and the kids start nuzzling my pockets for chewing gum and goodies, I—in a hearty fatherly voice—boom, "Well, son, what happened at school today?"

"Oh . . . nothing", the young school boy replies, "cept Billy Jones threw up in gym class".

Like most conscientious parents, I join the PTA each school year. I am motivated two ways. First, my school

children bring home notes—notes which look like they've been trampled by water buffaloes—informing us we're invited to join. This is supplemented by an oral communication to the effect that there's a competition for one hundred percent PTA membership under way among home rooms, and if I don't ante up our home room will lose.

Secondly, there is in my heart an overpowering desire to meet this extraordinary person who instructs my child. And I know the teachers are extraordinary, because one of them is inducing my eleven-year-old son to take a bath every single day.

All last week, we had trouble with our seven-year-old daughter dashing out of the house without a coat. We told her it was colder than it looked—painted grim pictures of flu, pneumonia, various other ailments. Still no coat. Friday, she buttoned her coat to the very top button, and explained to me, "Teacher says we must bundle up".

## Admiration for teachers

That's why I have this boundless admiration for teachers today—because I see every day the marvelous wonders they can accomplish with the children who, during most of the year, spend most of their waking hours in school.

That's why I go to the PTA meetings regularly, hoping somehow I can let these teachers know I appreciate them and honour them. And let them know, too, that we parents will help any way we can.

Except, of course, in division of fractions. That has changed since I was in grade school. I helped my son with his home work one night recently:

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**Gene Godt is a former news commentator and is now with WCCO-TV, Minneapolis. The article is from a speech delivered by Mr. Godt during American Education Week.**

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he came home with all his problems marked wrong—and a polite but firm note from the teacher indicating things have changed in the realm of improper fractions.

As an average father, I appreciate the new subjects being taught in schools today. One of our neighbours reported the other night on the way they're teaching parliamentary procedure in the grade schools. Seems they elect a president of the class each week, and after the kids report on embarrassing things (to the parents) which have happened around the home during the week, the president addresses the class thusly: "Do I hear a motion for adjournment?"

Whereon, all the kids raise their hands and say "yah, yah, yah". Someone is selected to move the adjournment; then the president says, "Do I hear a second?"

"Yah, yah, yah, yah."

The president says, "All in favour say 'aye'". And as my little neighbour girl puts it, "Boy, you should hear us yell".

I say that's great. The kids are already prepared for the next national political conventions.

#### **That explosive energy**

I think school teachers nowadays are wonderful. They control, direct, and channel all that explosive energy of the young—the energy which can leave your living room a shambles and your wife a trembling wreck in the comparatively brief time between getting up in the morning and that moment when the young hopefuls tear out of the front door to catch the morning school bus.

I know I breathe a little prayer as I watch them galloping to the corner—scrapping their expensive shoes in the gravel to give them that lived-in look, falling over each other, and yelling like

Comanches. It's a prayer asking in part that they'll keep that fresh enthusiasm and not suffer too much as their bright young dreams crumble in a cynical world.

The other part of that unspoken prayer is for the teacher, who in a few minutes will walk unarmed into a room literally bursting with young vigour in the raw: our children, in other words, multiplied by 35 or 40. I pray the teacher will be firm when it's necessary and lenient when it's indicated—and that he or she will have the wisdom to know when to be firm and when to be lenient.

I pray that the teachers can hold on to a sense of humour—for how else can they maintain a sense of proportion in dealing with these fresh young minds where a rocket trip to the moon is no more impossible than a bike ride down to Lake Calhoun.

I think our prayers are helping. The teachers are understanding, gracious, and—most important—they are succeeding in opening up the world for our children through reading and study and making things with their hands.

Yes, I think I speak for all the parents when I say we have the deepest respect for the teachers. We're on your side, teachers—we want to help.

I think you teachers must know that already. For when our young hopefuls come to us two minutes before the school bus arrives, and say: "Oh, Mother, I forgot to tell you, this is the morning I'm supposed to have an Indian chief's costume for the school play and two cans of green beans for a relief basket we're sending to Europe", they very seldom go to school empty handed.

That's a tribute to you teachers, the men and women in whose hands lies this great opportunity—and obligation—of molding the citizens of tomorrow.

# A Brief History of Science and Science Teaching

A. L. DOUCETTE

**A**LTHOUGH science has long been recognized as a pathway to truth, and despite the tremendous advances that have been made in transforming living since the middle of the eighteenth century, science as a school subject was slow in making its appearance in the school curriculum.

Ellwood P. Cubberley, in his *History of Education*, states that Copernicus "stands forth as the first modern scientific thinker". Copernicus was followed later by Kepler, Brache, Newton, Francis Bacon, and others. Science actually began with the speculations of the ancient Greeks on the nature of matter. Such names as Empedocles, Heraclitus, Aristotle, Euclid, Eratosthenes, and Archimedes give testimony to the fame of these early investigators in the study of science. Apart from the scientific contributions of the Saracens, science was long neglected due to barbarian invasions and for other reasons. It was only after the Renaissance, when such studies as geography, mathematics, astronomy, physics, chemistry, medicine, anatomy, physiology, natural history, and psychology, appeared in the curriculum, that we can speak of science as having reached a modern stage of progress.

Science came slowly in the elementary schools. Basedow (1723-1790) in Germany, and Pestalozzi (1748-1827) in Switzerland were the first school men to introduce elementary science and home geography in the elementary schools of their day. The object lessons in science, common in the Infant Schools in England, and later in the United States around 1869, are still taught in schools of today.

Science instruction in the secondary schools first appeared in Germany, France and Denmark. Between 1867-1870 science teaching was common in the United States academies. With the advent of the industrial revolution in England, France, and Germany, there arose a definite demand for science instruction in the secondary schools. This demand was prevalent in the United States after 1850.

Herbert Spencer (1820-1903), an outstanding English scholar and educator, championed the controversy between classical-traditional education and scientific studies in the school. For Spencer, the purpose of education was to prepare for complete living, and he considered a knowledge of science to be the most useful preparation for life.

In the universities, the Germans took the lead for introducing science into the curriculum of higher education, followed by the universities of France, England, and the United States. Today, all modern nations include science in the program of the elementary, secondary and university curricula.

As numerous developments in the  
(Continued on Page 61)

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Dr. A. L. Doucette is director of the Calgary Branch of the University of Alberta. Intensely interested in science and science teaching, as a teacher, superintendent and teacher-educator, Dr. Doucette shows in this article the development of science teaching in the schools.

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# Educational Administration in Canada

Reprinted from *Annual Report*, W. K. Kellogg Foundation

**F**ACING many school problems in common with the United States, Canadian educators have concluded the third year of a project being assisted by the Foundation over a five-year period. A report from Canada says of this attempt to improve educational administration:

"The impact the project has had to date varies, of course, from province to province and superintendency to superintendency. There is encouraging evidence that the effects are, indeed, being felt in local school systems and hence in improved education for our boys and girls. Most frequently noted is an apparent acceleration of a trend toward a kind of leadership in which autocratic direction gives way to a more liberal sharing of responsibility. Superintendents are making increasing use of the ability, knowledge and skills of personnel with whom they work and the philosophy and techniques of cooperative group problem-solving are arousing enthusiasm."

In a land where education is jealously guarded as a provincial function, the very existence of a cooperative undertaking involving all provinces, French-speaking and English-speaking educators alike, indicates that the teamwork idea is gaining headway. More than one-fourth of the superintendents of schools in the ten provinces are participants, permitting increased understanding between school people from all sections of the Dominion and the local application of ideas reached in national and regional workshops and conferences.

Last June the second of a series of three-week short courses was held at the

University of Alberta, bringing together a fund of knowledge concerning school administration and material based on Canadian experience. With emphasis upon the functioning of the superintendent in reorganized larger school areas (one of the most significant developments of recent years), attention was also given to problem areas such as the improvement of instruction, curriculum development, pupil evaluation and reporting and public understanding. In this and other conferences of the year, 'workshop' methods were employed, with a wide range of consultants and resource materials from universities and provincial departments of education. The membership of this year's short course was significantly broadened to include representatives of teacher organizations, trustees, and city superintendents.

Throughout the Dominion there are on-going developments of the administrative leadership program. A faculty committee of the University of Alberta is making a special study of pre-service and in-service education. Another committee at the University of Saskatchewan is exploring the field of the principalship as it relates to management and supervision. In all ten of the provinces, ideas and methods are being exchanged through publications, institutes and conferences for superintendents. The findings of the projects are widely disseminated through mimeographed materials sent directly to provincial departments of education as well as through the regular publications of

(Continued on Page 50)

## The Key to Academic Progress

DENIS RYAN

Reprinted from *The Medicine Hat News*

**M**ANY new educational experiences have come my way, as a newcomer to Canada, during the last six months.

I would like, however, not to bring the differences between teaching in a Scottish senior secondary school and in an Alberta high school into focus, so much as to direct attention to some of the similarities. In so doing, I think I shall touch on some of the perennial problems of educators the world over.

Classroom situations of common pattern arise in almost every high school: the difficulty of reconciling the demands of student interests and aptitudes with examination requirements; the problem of awakening students to the worth of subjects that seem, superficially, to be unpractical; the constant struggle to achieve some common denominator of subject matter and presentation, which will maintain the interest of all students in large, heterogeneous classes. This last is, at present, a much more acute problem in Canada than it is in Scotland, although it exists there to some extent.

As these problems of the educator are perennial and well-nigh universal, is it possible to find a common factor of teacher activity that arises to meet them? Let me re-phrase the question to ask, "What are the public entitled to hope for from their teachers in the constant effort to improve educational standards?"

To consider this, I would like, first of all, to differentiate between mere pedestrian instruction and real, creative teaching. At its best, teaching should bring the student to realize that there is much more to be known about a subject

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**Denis Ryan, M.A., teaches in Medicine Hat High School. A former Scottish teacher, Mr. Ryan believes that the key to academic progress is the enthusiasm of the teacher.**

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than he has already studied; that there are immensely important and exciting things lying ahead, to which he would very much like to carry on, even if for various reasons it is not possible for him to do so. This outlook should be quite fundamental. It should engender a noble humility, like that of Newton, who, having spent a lifetime 'voyaging through strange seas of thought alone' was yet able to say, "I seem to have been only like a boy playing on the seashore and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, while the great ocean of truth lay all undiscovered before me".

Now the attribute of the teacher which is most likely to encourage this honest humility in his students (and I think this consciousness of the immensity of 'the ocean' is vital to all true education) is his capacity to transmit enthusiasm. This transmission of enthusiasm is something apart from and above classroom technique. It is an innate dynamism, which results in a subtle communication from teacher to pupils, that is never overtly stated, but is implicit in every lesson that goes really well. And this is what the public should really hope to buy when it pays the salaries of its teachers. Where it is found at its best, it is something which

(Continued on Page 61)

# Annual Report of the General Secretary

Reprinted from the AGM Handbook

To: Councillors and Members  
of the Executive Council,  
Annual General Meeting,  
Alberta Teachers' Association.

As general secretary, I respectfully submit the following report to the thirty-eighth Annual General Meeting of the Alberta Teachers' Association.

## 1. Membership

The number of teachers registered as members of the Association on March 1, 1945, 1954 and 1955 is:

	1945	1954	1955
Life Members .....	76	276	291
Faculty of Education			
Edmonton .....		406	455
Calgary .....		178	455
Optional Members			
Faculty of Education	9	11	
Correspondence			
Branch .....		55	46
Others .....		3	2
Employed by			
School Boards .....	5868	7196	7563
	5944	8123	8610

## 2. Organization

The Alberta Teachers' Association has 69 local associations, approximately 154 sub-locals, and a number of "study groups."

The 69 local associations are represented by 196 councillors at the Annual General Meeting.

The Calgary and Edmonton Geographic Districts have been divided into Calgary and Edmonton Districts and Calgary and Edmonton Cities, increasing the number of district representatives on the Executive Council from eight to ten, and the total number on the Executive from twelve to fourteen.

The ten district representatives are now elected for two-year terms, five each year.

## 3. Publications

Ten issues of *The ATA Magazine* were published from September to June, 1954 inclusive. The total circulation is 9,900.

The annual readership survey was conducted in May, 1954. Of the 190 questionnaires sent to teachers, 63 were returned. Eleven rated the magazine excellent, and one as very good, 47 rated it good, one as fairly good, and three as fair.

Teachers want to have well written articles published, regardless of the sources. The editorial, secretary's diary, official bulletin, and articles written by Alberta educators are listed as the most valuable features of each magazine issue. A number of readers would like to see more cartoons used and a humour column introduced.

The Education Communications Service rated the magazine as superior in layout and design. With the help of the art consultants of this organization, a new cover was designed for the magazine. Valuable suggestions also were made and have been effected in layout and typography.

The editor of *The ATA Magazine* attended the annual workshop held by the Education Communications Service in Albany, New York, last June. This workshop, attended by editors of American state teachers' association journals and Canadian teachers' association magazines, provides intensive training in layout, design, content analysis, pictorial treatment, and evaluation.

Newsletters, salary bulletins, and pamphlets are also published by the Association. These publications are sent to presidents, secretaries, and councillors of local associations. Several local associations order additional copies at cost for distribution to their members.

Revision of the ATA Library Catalogue was completed during the year and the



new catalogue was published in January, 1955.

Each year the Association publishes an AGM Handbook for councillors to the Annual General Meeting. This publication condenses the volume of printed material necessary for conducting the business of the Annual General Meeting.

#### 4. Research

At the 1954 Annual General Meeting, the idea of the establishment of a provincial body to conduct educational research in Alberta was presented by Dr. G. M. Dunlop. Following the Annual General Meeting, the Faculty of Education, the Department of Education, the Alberta School Trustees' Association, The Alberta Federation of Home and School Associations Incorporated, and the Alberta Teachers' Association co-operated in organizing the Alberta Advisory Committee on Educational Research. Each organization is represented by two members appointed for two-year terms. The Alberta Teachers' Association representatives are Mr. H. J. M. Ross and the executive assistant.

Research is to be carried on by this organization, with the Faculty of Education directing and conducting the actual research work and publishing reports in a quarterly journal. The Alberta Advisory Committee on Educational Research will act in a selective and advisory capacity, and will aid in financing educational research in Alberta.

Two committees have been set up under the main body. The Research Committee will receive, consider, and suggest projects for research; the Finance Committee will solicit financial support. The disbursement of funds will be directly under the control of the Alberta Advisory Committee on Educational Research. Two funds have been set up, one for current expenditure, and a trust fund, the interest on which can be used for current expenses.

Since 1936, the Alberta Teachers' Association has had a trust fund for research into which is paid, out of general revenue, an amount of \$1000 per year.

The interest, together with appropriations from general revenue, may be used for research purposes. It is suggested that the Alberta Teachers' Association continue to maintain its own trust fund, while at the same time making annual grants to the Alberta Advisory Committee on Educational Research.

A complete report on the activities of the Alberta Advisory Committee on Educational Research will be found in the report of the ATA representatives on this committee.

#### 5. Library

During 1954, 651 books were loaned to teachers. During the same period, 105 "book packages" were loaned.

A new library catalogue has been published and listings of the "book packages" are also available on request.

It is interesting to note that an increasing number of teachers are borrowing books on curriculum, administration, and public relations.

#### 6. Scholarships

The John Walker Barnett Scholarship for 1954 was awarded to James Kristian Nielsen, Calgary.

The Clarence Sansom Memorial Gold Medal in Education was awarded to Dennis John Dibski, Camrose.

Proposals to grant several "worthwhile" scholarships, and to establish a revolving loan fund, have been considered by a committee appointed by the Executive. Their report, approved by the Executive Council, will be presented to the Annual General Meeting.

#### 7. Conventions

Seventeen conventions were held in 1954.

Our guest speakers were: Dr. H. S. Baker, Associate Professor of Education, University of Alberta, Edmonton, Alberta; Dr. Fred P. Barnes, Associate Professor of Education, College of Education, University of Illinois, Urbana, Illinois; Dr. W. E. Blatz, Director, Institute of Child Study, University of Toronto, Toronto, Ontario; Dr. A. P. Coladarci,



Associate Professor of Education and Psychology, School of Education, Stanford University, Stanford, California; Dr. H. T. Coultts, Professor of Education, University of Alberta, Edmonton, Alberta; Dr. W. R. Odell, Professor of Education, School of Education, Stanford University, Stanford, California; Dr. David H. Russell, Professor of Education, School of Education, University of California, Berkeley, California, and Mr. N. V. Scarfe, Dean of the Faculty of Education, University of Manitoba, Winnipeg, Manitoba.

The Department of Education was represented by the following: the Honourable Anders O. Aalborg, Dr. J. W. Chalmers, and Dr. W. H. Swift, and Messrs. A. A. Aldridge, H. E. Balfour, D. R. Cameron, S. A. Earl, M. O. Edwardh, A. B. Evenson, W. E. Frame, and M. L. Watts.

The Faculty of Education was represented by the following: Dr. H. S. Baker, Dr. H. T. Coultts, Dr. J. W. Gilles, Dr. W. D. McDougall, and Dr. H. E. Smith, Miss M. Caldwell, Mrs. C. G. Higgin, Mrs. W. P. Hanna, and Miss D. Lampard, and Messrs. E. W. Buxton, T. G. Finn, L. Goodwin, C. Hampson, W. E. Hodgson, and W. Pilkington.

The Alberta Teachers' Association was represented by one or more members of the Executive Council at each convention.

The proposed timetable of conventions for 1955 is on page 89 of the handbook.

### 8. General Meetings

The thirty-seventh Annual General Meeting was held in the Hotel Palliser, Calgary, April 19, 20 and 21, 1954. There were no emergent meetings.

### 9. The ATA Workshop

The sixth ATA Workshop was held in Banff at the Banff School of Fine Arts, August 15 to 22, 1954. In the general course, 57 teachers were enrolled, and in the writers' course, 17. In 1954, 53 locals sent one or more delegates, and 15 locals sent no delegates. To date 4 locals have not sent a delegate to any workshop. The total number of teachers who have now

attended one or more workshops is 360.

The consultants were: Mitchell V. Charnley, educational writing; Roy K. Wilson, public relations; John Amend, group dynamics; H. J. M. Ross, collective bargaining; Lars Olson, ATA administration; and Miss C. E. Berry, pensions.

The following were also in attendance: Emerson Arnett, Manitoba Teachers' Society; J. D. Ayers, Canadian Teachers' Federation; D. R. Cameron, Department of Education; Frank J. Dewar, Saskatchewan Teachers' Federation; Mrs. D. A. Hansen, Alberta Federation of Home and School Associations Incorporated; G. F. Hollinshead, Alberta School Inspectors' Association; K. A. Pugh, chairman, Board of Industrial Relations; and Miss Eileen Burke, British Columbia Teachers' Federation.

The seventh ATA workshop will be held in Banff, August 14 to 21, 1955.

### 10. Executive and Committee Meetings

The Executive Council met on the following days: February 5 and 6, February 27 (available members), April 17, April 22, May 7 and 8, July 2 and 3, August 16, August 19, September 17 and 18, and December 9, 10, and 11, 1954, a total of thirteen and a half days. In 1952 the Executive Council met for nineteen days, and in 1953 for thirteen days.

The ATA Curriculum Committee met January 15, 1955.

The Discipline Committee met April 23, July 10, and December 4, 1954.

The Finance Committee met February 4, July 2, September 16, and December 9, 1954.

The Library Committee met January 16, 1954.

The Pension Committee met April 3 and December 9, 1954.

The Resolutions Committee met March 5 and 6, and November 13, 1954.

### 11. Resolutions

Reports on the disposition of resolutions from the 1954 Annual General Meeting have been made in *The ATA Magazine*, newsletters, and this handbook.

Resolutions were presented to the Minister of Education from 9:00 a.m. to 12:00 noon on December 15, 1954 and to the Executive Council of the Government of the Province of Alberta from 10:00 a.m. to 12:00 noon on January 4, 1955.

During the last two years an effort has been made to consolidate all resolutions. Those dealing with Association policy have been collected, consolidated, amended, and printed in booklet form for the use of locals. From these resolutions, statements of policy have been developed, so that Alberta Teachers' Association policy can be presented in a brief form. It is hoped, that, once these policy statements have been accepted, it will no longer be necessary to present all resolutions to the Annual General Meeting every year. Suggested amendments to policy will be all that will require discussion.

All policy resolutions have been given a definite number with a suffix indicating the last year each was amended. Policy statements are classified and numbered with a cross-reference showing from which resolution each came.

Current resolutions submitted by locals will, of course, continue to be presented to each Annual General Meeting. It is expected that locals will, however, consider Association policy resolutions and statements before presenting resolutions. In this way, a great deal of duplication will be eliminated, and much time saved at the Annual General Meeting.

## 12. Electoral Ballot

One electoral ballot was submitted to the teachers last September in accordance with the By-laws of the Association. The results of the electoral vote are on page 24 of the handbook.

The electoral ballot obtained the necessary fifty percent of the electoral vote required for presentation to the Annual General Meeting.

The consolidation of the General By-laws, as presented in the electoral ballot, is printed on page 25 of the handbook.

## 13. Discipline Cases

During the year, five charges of professional misconduct were referred to the Discipline Committee for investigation.

## 14. Canadian Teachers' Federation

The conference of the Canadian Teachers' Federation was held in Vancouver, August 11 to 13, 1954. The Alberta Teachers' Association delegates were Lars Olson, past president, the general secretary, and Frank J. Edwards, who, unfortunately, was unable to attend the conference because of illness. Dr. L. P. Patterson of Quebec was elected president, and Forbes Elliott of New Brunswick, vice-president. George G. Crookery is secretary-treasurer and Dr. J. D. Ayers is research director. Membership in the Canadian Teachers' Federation at June 30, 1954 was 73,952.

At the 1954 conference there were five general sessions of two and one-half hours each for twenty-eight reports and discussion of six motions respecting by-laws, three study groups (held concurrently), two sessions for the three main committee meetings (held concurrently), one panel discussion, and one open forum. As a consequence of such a heavy agenda, there was little time for deliberation and discussion of anything. Nothing was accomplished.

Frequently, I am asked what is wrong with the Canadian Teachers' Federation. The story of the CTF's trouble is long and involved. However, one of the main causes of the trouble is that for about fifteen years, Ontario has not paid its full fee. In 1954, the Ontario Teachers' Federation paid \$17,000 to the Canadian Teachers' Federation. They should have paid about \$23,500. Since 1944 Ontario has paid approximately \$80,000. Their fees for this period amounted to \$146,000. Ontario's practice of not paying the full fee would be trouble enough, but the situation has worsened over the last five or six years by Ontario using the threat of withholding all or part of its

CTF fee to control the Canadian Teachers' Federation.

Withholding of fees is one thing for which there is a simple remedy. The time is long past due when the other provinces should require Ontario either to pay its full fee or withdraw from the Canadian Teachers' Federation altogether.

#### 15. Western Conference of Teachers' Associations, Winnipeg, Manitoba

The eighth conference of teachers' associations in western Canada was held in Winnipeg, Manitoba, November 24, 25, and 26, 1954. Frank J. Edwards and the general secretary represented the Alberta Teachers' Association. Dr. L. P. Patterson and George G. Croskery, president and secretary of the Canadian Teachers' Federation, were also present. In this regard, it should be noted that there is no official relationship between the Western Conference and the Canadian Teachers' Federation.

The agenda for the three-day conference included discussions about teacher education, a Canadian or Western Canada College of Teachers, a review of salaries and salary schedules in western Canada, the preparation of a salary schedule for recommendation to the four western associations, discussion of arbitration awards with special reference to compulsory awards, reciprocal pension arrangements, inspectors' or superintendents' reports, recruitment of teachers, discipline of teachers who move from one province to another, educational research, and proposed amendments to the Canadian Teachers' Federation by-laws.

The salary schedule recommended by the conference was approved by the Executive Council of the Alberta Teachers' Association as a basis for negotiation only, and has been sent out in a salary bulletin.

#### 16. Legislation

Proposed amendments to *The School Act* were presented to the Co-ordinating Committee at its meeting on January 14,

1955. At this time thirteen amendments were discussed. Those of particular interest to teachers are following—

- 2 or 177(c)—to clarify the right of a minor to attend school
- 180(d)—to set limits for liability and accident insurance for pupils on safety patrol duty
- 200—to empower boards to appoint superintendents, to fix conditions of employment, to set duties and to terminate employment
- 283(2) and 297(1)—to postpone to May 1, the deadline for adopting budgets
- 321—to remove liability for tuition fees from a board providing instruction by means of tuition agreement, if it is also providing conveyance
- 371(3)—to empower boards to set forth duties of principals and vice-principals.

#### 17. Tenure

There have been no changes in tenure regulations. However, the Alberta School Trustees' Association has proposed that all teachers should be on probation for one year, each time they accept employment with a school board.

#### 18. Pensions

The actuarial report of the Teachers' Retirement Fund was received about the end of July, 1954. The survey was made as at August 31, 1953, and showed a deficit at that date of \$16,534,000 as compared with a deficit at \$12,162,000 at December 31, 1949. The report stated that an additional \$287,000 a year, or an additional 1.4 percent of salaries, is required to stabilize the fund. It is interesting to note that, although the amount of the deficit has increased by more than \$4,000,000, the percentage of salary required to take care of the deficit has remained approximately the same as in 1949. A summary of the actuarial report was published in the February issue of *The ATA Magazine*.

A meeting of the Executive Council, the ATA Pension Committee, and the Board of Administrators, Teachers' Re-

tirement Fund was held on December 9, 1954, to discuss with the actuary, Mr. L. E. Coward, and with Mr. Allan F. Pierce, steps which might be taken to stabilize the fund, and in particular a suggestion made by the Minister of Education. Also presented to this meeting were the replies, prepared by Mr. Coward, to the questions submitted to him by the ATA Pension Committee through the Executive Council and the Board of Administrators. These questions were about possible changes in the scheme and their effect upon the unfunded liability.

The report of the ATA Pension Committee is on page 58 of the handbook.

A course on pensions was included in the general course at the 1954 Banff workshop. At the 1955 workshop, there will probably be a panel discussion on pensions and the actuarial report.

In August, 1954 the Alberta Teachers' Association purchased 34 annuities at a cost of \$95,897.89 from the Canadian Government Annuities, in the names of 34 retired teachers receiving supplementary pension payments. The annuities were for the amount of the supplementary pension being paid to each teacher and were effective from September 1, 1954. Because it is of advantage to purchase annuities at a younger age, they were purchased for those teachers who were younger. It is the intention of the Executive Council to purchase more annuities so that contributions to the supplementary pension fund may be discontinued at the earliest possible date.

Mr. T. D. Baker, chairman of the Board of Administrators since February 1, 1949, has been appointed assistant superintendent of schools for the Edmonton Public School Board and has resigned from the Board. We congratulate Mr. Baker upon his appointment and wish him every success in his new duties.

The report of the Board of Administrators, Teachers' Retirement Fund is on page 37 of the handbook and will be given by Lars Olson.

#### **19. Salaries and collective agreements**

The Alberta Teachers' Association has

acted as bargaining agent for teachers in the following salary disputes: Blairmore, Canmore, Edmonton Public, Red Deer, and St. Paul school districts; Bonnyville, Clover Bar, Macleod, Olds, Red Deer, Rocky Mountain, and St. Paul school divisions; and the counties of Newell and Vulcan.

Two of the disputes were settled at bargaining agent level, seven were settled at conciliation, and two were settled by arbitration. Edmonton Public and Clover Bar disputes have been referred to arbitration and the Bonnyville dispute is at conciliation level.

It is again interesting to note the relatively small number of disputes which are referred to the bargaining agent. Out of a total of nearly 200 schedules for districts, divisions, and counties, only 14 were not negotiated at local level. On the other hand, and unfortunately, the disputes which have been referred to the bargaining agent have, in the main, been more difficult and have required more meetings than in previous years. It is interesting also to note that in practically all of the negotiations handled by the bargaining agent, the core of the dispute centred on increasing maximum salaries and the size of annual increments.

Alberta's second teacher strike in a period of thirteen years occurred in the County of Newell. The county teachers took strike action on July 5, 1954, with the approval of the Executive Council. The teachers' decision to strike came after the County of Newell School Committee refused to accept the unanimous award of the board of arbitration. Settlement of the strike came on August 30 following a meeting arranged between Association and County representatives by the Board of Industrial Relations. Essentially, the agreement was a compromise. As a result the county teachers opened their classrooms on September 1.

Group negotiations involving a number of school divisions took place in the northern part of the province this year. Teacher and trustee representatives of the eleven school divisions agreed fol-

lowing negotiations to recommend to their respective local teachers and school boards acceptance of a schedule incorporating the major points agreed to by the group negotiations. As a result, salary schedules for Athabasca, Lac Ste. Anne, Lac la Biche, St. Paul, Two Hills, Smoky Lake, Thorhild, Stony Plain and Westlock school divisions are almost identical. Indications at present are that the trustee and teacher groups intend to attempt group negotiations again for the new schedule year.

Salary schedules for Alberta teachers show that minimum salaries are close to those advocated as minimum professional standards. Although progress has been made, experience increments are lagging behind those common in British Columbia and Ontario. Maximum salaries, too, lag behind those of our neighbouring province and Ontario. There is a distinct trend towards provision of cumulative sick leave, sabbatical leave, and special certificate allowances in Alberta salary schedules.

Significant advances appear in training allowances. In 1951, 27 divisional schedules provided allowance for a second bachelor's degree and four schedules provided allowance for six years of training or a master's degree. Today, 49 divisional schedules give additional allowance for five years of training and 18 schedules provide additional allowance for six years of training or a master's degree.

Almost all salary schedules in Alberta are now of the "single" or "preparation" type. The gap which existed between urban and divisional salary schedules has been narrowed greatly. The direct effect of this trend has been to secure for rural areas a greater stability in their teaching staff. It can be noted also that the increasing percentage of teachers with degrees reflects the soundness of the salary schedule structure. If this trend continues, the quality of educational service rendered by the provincial teaching force should improve significantly.

## 20. Supply of teachers

This year Alberta has 7563 teachers. In addition, there are 109 student-teachers in charge of schools and 39 correspondence supervisors. Last year, there were 164 correspondence supervisors. In 1954 there were approximately 360 more classrooms than in 1953, but the shortage of teachers is slightly less, 11, to be exact.

The shortage of teachers in Alberta has decreased from 850 in 1946, to 150 in 1954. This decrease supports the opinion of the Alberta Teachers' Association that the emergency teacher training programme was imposed on Alberta when there was reason to believe that the shortage of teachers would disappear within a few years. The Association was also particularly concerned about the possibility that the student-teachers might be placed in centralized schools, and urged the Minister of Education to stipulate that student-teachers be placed in isolated schools only. It should be noted that, if the 40 student-teachers, now in centralized schools, had been placed in isolated schools, the 39 correspondence supervisors would not likely have been required.

The importance of the retention of teachers, and the necessity for adequate isolation bonuses in the matter of the teacher supply, should again be brought to your attention. In the last three years, 162 teachers have left our schools to teach in other provinces, and 233 have left our schools for other occupations in Alberta. During the same period, only 27 teachers returned to teaching from other occupations. This is a net loss in three years of 368.

In order to obtain teachers for isolated schools, bonuses will likely have to be paid, ranging from \$300 to \$1,000, depending upon the degree of isolation, which recommendation has been made by the Teacher Recruitment Committee to the Minister of Education.

## 21. Teacher education and certification

Please see the report of the Alberta

Teachers' Association representative on the Faculty of Education Council, which is on page 55 of the handbook and deals specifically with entrance requirements to the bachelor of education programme and the one-year programme. The entrance requirements to the one-year programme will be increased by one Grade XII subject in 1955, but these entrance requirements will still be lower than those for any other faculty or course in the university.

For years, one of the main objectives of the Alberta Teachers' Association has been a university degree for every teacher. A recent table prepared by the Canadian Teachers' Federation shows that there was little improvement in the

percentage of the total teacher group who had degrees, until 1945, when the Faculty of Education took over all teacher education in Alberta. In 1941, 800 out of 5800 teachers, had degrees, about 12½ percent. In 1953, 1600 teachers out of a total teacher population of 7200, had degrees, about 23 percent. This is an increase of 9 percent. For the same period, the increase in Canada was 4.7 percent. It is significant that Alberta, the only province with teacher education in the university, is the only province with a percentage increase greater than the national average increase. The following table shows comparisons for 1940 and 1953.

Province	1940			1953			% Increase	
	Total Teachers	No. with Degrees	% with Degrees	Total Teachers	No. with Degrees	% with Degrees	Total Teachers	With Degrees
B. C.	4,145	1,368	33	7,067	2,557	36.1	70	87
Ontario	21,829	4,575	20	29,116	7,165	24.6	33	57
Alberta	5,797	796	12.7	7,138	1,556	21.8	23	95
Manitoba	4,155	861	20	5,358	1,038	19.4	29	21
N. S.	3,349	572	16.2	5,025	972	19.3	50	70
Saskatchewan	7,353	831	10.7	7,234	964	13.3	42	16
N. B.	2,756	276	9	4,003	459	11.5	45	66
P. E. I.	667	33	3	741	38	5.1	11	15
Nfld.	—	—	—	2,736	122	4.5	—	—
TOTAL <sup>1</sup>	50,051	9,312	17.8	65,682	14,749	22.5	31	58

Note: in 1943 and 1944, only 12% of teachers in Alberta had degrees

<sup>1</sup>Excluding Newfoundland

It is also significant that, as the numbers and percentages of teachers with degrees has increased, the shortage of teachers has decreased. This should add some weight to our contention that the best, if not the only way to eliminate the shortage of teachers and to stabilize the teaching profession, is to raise entrance requirements, to increase the period of teacher education, and to raise standards for minimum certification.

The Association should continue its efforts to—

- eliminate the present low entrance requirements to the one-year programme in the Faculty of Education,
- establish two years' training as a minimum for certification, and
- continue the ATA campaign to encourage teachers to improve their qualifications.

## 22. Curriculum Committees

The General Curriculum Committee has been re-organized, and the Alberta Teachers' Association now has four representatives, instead of one, on this committee. The Association has two representatives on each of the Elementary, Junior High School, and High School Curriculum Committees of the Department of Education.

The Alberta Teachers' Association is including a course in curriculum making in the general course at the ATA workshop in Banff, August, 1955. The Association has requested the Faculty of Education of the University of Alberta to include a course, or courses, in curriculum making in the summer school programme and the winter session.

The Alberta Teachers' Association has asked the Department of Education for a



minimum of five ATA representatives on each of the Elementary, Junior High School and High School Curriculum Committees.

### 23. Co-ordinating Committee

The joint committee, composed of representatives of the Department of Education, the Alberta School Trustees' Association, and the Alberta Teachers' Association, met on January 6, 1954. Frank J. Edwards, H. J. M. Ross, the general secretary, and the assistant general secretary represented the Alberta Teachers' Association.

The following are the terms of reference of the Co-ordinating Committee—

- to consider resolutions of mutual interest to the constituent bodies,
- to consider proposed amendments to *The School Act* and to Regulations of the Department of Education, and
- to serve as a clearing house for ideas with respect to submissions that the organizations represented may propose to make to the Minister of Education or to the Cabinet.

The Co-ordinating Committee held a second meeting on January 14, 1955, with the same teachers as above and, in addition, the executive assistant representing the Association. At this meeting, proposed amendments to *The School Act*, as listed in section 16 of this report, were discussed. Two are reviewed further here.

Section 180(d), proposing to set limits for liability and accident insurance for pupils on safety patrol duty—It was agreed that such insurance should be carried and that minimum amounts should be prescribed. It was suggested that this section should be expanded to include bus patrols, and that the Alberta Teachers' Association should bring in a proposal that would cover teachers in cases of liability arising out of regular duties and extra-curricular activities.

Section 200, to empower school boards to appoint superintendents—*The School Act* at present gives boards permission to appoint superintendents but nothing

further. The suggested amendment would fix conditions of employment, set duties, and make provision for a method of termination of engagement. The details of each will probably be left to negotiation but must be included in the agreement.

Items for discussion were presented alternately by the Alberta School Trustees' Association and the Alberta Teachers' Association.

The Alberta School Trustees' Association requests were—

- that the rights of teachers to bargain collectively be transferred from *The Alberta Labour Act* to *The School Act*;
- that all teachers' contracts be temporary for the first year's employment with any school board—no agreement was reached;
- that the Department of Education prepare and word a notice of dismissal for use of school boards;
- that section 367 of *The School Act* be amended to clarify the board's right to designate the duties of principals and vice-principals;
- that the date before which a teacher must resign be set as June 15—no agreement was reached; and
- that student-teachers be allowed to attend teacher conventions—no agreement was reached.

The Alberta Teachers' Association requests were—

- that dates of hearings and provision for a teacher, but not a board, to withdraw in board of reference cases be reviewed—it was agreed that provision might be made to allow a teacher to resign within twenty-four hours after being sustained in an appeal to the board of reference; and
- that the teachers' position with respect to noon-hour supervision be clarified—it was decided that this is a matter for negotiation between teachers and the board since no teacher can be compelled to supervise at noon under present regulations.

The matter of collective bargaining

was briefly discussed and was left to be considered at a special meeting to be called by the Minister in the immediate future.

It was also agreed that the Deputy Minister would appoint a special committee to review the salary schedule appendix.

#### **24. Public relations and publicity**

The most effective work in educational public relations and publicity has been done by individual teachers, schools, and local associations. During the past year the local associations in Calgary, Edmonton, Lethbridge, Medicine Hat and Taber have developed short-term and continuous programmes which have attracted much attention in their respective areas.

Other local associations have begun to survey possible projects in public relations and are beginning to use the ideas and experiences of members who have attended the public relations course in the Banff workshop.

The Executive Council has appointed a Public Relations Committee which is to produce a brochure on action programmes in public relations for use by local associations, schools and individual teachers. An initial survey of public relations work now being done by local associations, provincial teachers' organizations, American teachers' organizations, and other professional groups, has been made.

Two or more suitable films and filmstrips will be added to the bibliography of public relations materials available for loan to interested local associations.

Head office now handles all press and radio releases concerning Association business. It is particularly gratifying to be able to report that the Alberta daily and weekly press and radio stations have been both courteous and fair in their coverage of education and teacher business.

The Executive Council has under consideration the possibility of extending regional workshops. It is likely that the

Public Relations Committee will make recommendations concerning the organization of such workshops.

Observance of Education Week is organized at local level. "Open house", radio addresses, plays, editorials, and articles in the press, form the basic programme in most centres.

It is interesting to note that the emphasis in educational public relations centres on publicizing the work done by our schools. In at least one centre, attempts are being made to show the public the type of work which can be done and is being done by professional teacher groups in curriculum development.

#### **25. Local report forms**

Local association annual report forms were sent to locals to be filled in and returned to head office, together with an audited financial statement, not later than November 30. By resolution of the Annual General Meeting and the Executive Council, no fees were remitted to locals that failed to send in the required reports. To date four locals have not reported fully, and cheques for fees are being withheld.

Some general observations concerning the local report forms may be of value. All of the requested information is necessary if head office is to give the best service to locals. Several locals neglected to complete the form, thus causing delays and necessitating extra correspondence to secure the information.

Securing properly audited financial statements seemed to present the greatest difficulty. Also, there is no uniformity in the statements. A financial statement should show receipts with source and amount, together with balance from previous statement, and expenditures in totals for each account. It is impossible in many cases to determine whether money was spent for executive, or general meetings, or salary negotiations. Records of amounts spent on such things as social events, donations, honoraria, without indication of to whom paid, office expense, allowance for

councillors, and miscellaneous expense showed a wide variation.

The ATA auditors brought up one point which should be drawn to the attention of local associations. All cheques issued in the name of a local should be deposited to the local's account, and not endorsed and cashed by an individual.

Because of these differences and variations, it is impossible to make a satisfactory comparison of financial requirements of locals.

## **26. Canadian Education Association**

The Canadian Education Association Convention was held in Edmonton September 14, 15, and 16, 1954. The following represented the Alberta Teachers' Association: Mrs. Inez Castleton, Frank J. Edwards, D. A. Prescott, W. D. McGrath, H. J. M. Ross, the general secretary, the assistant general secretary, and the executive assistant. Miss C. E. Berry and T. D. Baker attended the groups discussing teachers' pension schemes in Canada.

Some of the main items discussed were: teacher education, curriculum, teacher pension schemes, vocational training, school building, compulsory education, art education, guidance, textbooks, and the teacher shortage.

Dr. W. H. Swift was elected president of the Canadian Education Association for 1955.

## **27. Western Canada Conference of Teacher Educators**

For the second year's conference, representatives of teacher education institutes, departments of education and teachers' associations of the four western provinces, met in Edmonton, May 20, 21, and 22, 1954. Lars Olson, past president, and the general secretary represented the Alberta Teachers' Association.

The conference discussed uniformly designated and reciprocally recognized teaching certificates for the western provinces, a Canadian or a Western Canada College of Education, teacher educator

exchange for western Canada, uniform standards for the bachelor of education degree, criteria for teacher recruitment and selection, the teacher education programme, the place of observation, and practice teaching.

The president for 1955 is Dean N. V. Scarfe of the Faculty of Education, University of Manitoba, Winnipeg, Manitoba.

## **28. Other conventions**

Representatives of the Alberta Teachers' Association attended the following conferences and conventions.

Association for Supervision and Curriculum Development Conference, Los Angeles, March 7 to 12, 1954—the general secretary.

The Alberta Federation of Home and School Associations Incorporated Convention, Edmonton, May 10 to 12, 1954—Mrs. Inez Castleton, Frank J. Edwards, the assistant general secretary, and the executive assistant.

Canadian Education Association, CEA-Kellogg Workshop, University of Alberta, Edmonton, May 10 to 29, 1954—the general secretary.

Canadian Home and School and Parent-Teacher Federation Convention, Saskatoon, May 16 to 22, 1954—Frank J. Edwards and the executive assistant.

International Great Plains Conference on Special Education and Rehabilitation, Edmonton, August 26 to 28, 1954—Sister M. Rose.

The Alberta Federation of Home and School Associations Incorporated Workshop, Banff, October 18 to 21, 1954—Mrs. Inez Castleton.

Alberta School Trustees' Association Convention, Edmonton, November 2 to 4, 1954—Frank J. Edwards, the assistant general secretary, and the executive assistant.

First Annual Trades and Labor Seminar, Banff, November 14 to 18, 1954—H. J. M. Ross.

## **29. Personal**

The names of the teachers who have been granted life membership in the Al-

berta Teachers' Association are listed on page 94 of the handbook.

Honorary memberships in the Association will be awarded at the banquet of this Annual General Meeting to Dr. John Macdonald and A. J. Watson.

### 30. General

Financially, the Alberta Teachers' Association is in a sound position. The Association's net equity is \$330,761.09. The status of the teaching profession seems to be improving slowly. The Association has been given some responsibility in curriculum making. Several local associations have experimented with curriculum making at the local level, and with action research. Our conventions are excellent. The ATA Workshop is helping to improve communications within the Association. Educational research is now firmly established. The Co-ordinating Committee has become almost a regularly constituted committee of the Department of Education, the Alberta School Trustees' Association and the Alberta Teachers' Association to discuss matters of common concern.

However, there are still unsolved problems in education facing the Alberta Teachers' Association. The main ones are: our pension fund, our inadequate salaries, the supply of teachers, the high turnover of staffs, abuse by the school boards of the right to transfer teachers, publicity and public criticism of school expenditures and the curriculum, low standards for teacher education, liability insurance for teachers, better living accommodation for teachers, and, perhaps the most important of all, the acceptance by the Minister and his Department of the practice of consulting the Alberta Teachers' Association on all matters relating to education in this province.

I wish to thank the president and other members of the Executive Council, members of the staff, the councillors, local associations, teachers and others who have assisted the Association in many ways during the year 1954-55.

ERIC C. ANSLEY  
General Secretary-Treasurer  
Alberta Teachers' Association

### ***Notice Regarding Refund Pension Contributions***

According to a regulation of the Board of Administrators, effective since July 1, 1954, **refunds of contributions will not be paid until four months after August 31, or the date of the last contribution, whichever is the earlier.** This regulation is necessary for the following reasons.

1. All contributions must be received and posted before refund payment can be made.
2. This regulation protects the teachers who have resigned in June or July, with no intention of teaching the following year, but who change their plans and return to teaching within a few months. A teacher who accepts a refund of contributions, in whole or in part, relinquishes all benefits in the Fund.
3. This regulation helps to avoid unnecessary costs in office administration

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Secretary-Treasurer,  
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Clothing and Design (Starts Oct. 3)  
Drafting Technology (Starts Oct. 3)  
Industrial Electricity (Starts Oct. 3)  
Industrial Laboratory Technology (Starts Oct. 3)  
Machine Shop Technology (Starts Oct. 3)  
Radio & Electronics Technology (Starts Oct. 3)  
Survey Drafting Technology (Starts Oct. 3)

### 3 WEEK COURSES

Welding (Oxy-Acetylene & Electric (Starts Oct. 3, 24, Nov. 14, etc.)

### 6 WEEK COURSE

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### 1 YEAR COURSES

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Food Service Training (Starts Oct. 3)  
Refrigeration and Appliance Servicing (Starts Oct. 3)

### 3 YEAR COURSES

Aeronautical Engineering (Starts Sept. 6)  
Art, Applied & General Crafts (Starts Oct. 3)  
Art, Pottery & Ceramics, Industrial Design (Starts Oct. 3)

### 4 YEAR COURSES

Art, Fine, Advanced (Starts Oct. 3)  
Art, Fine, Advanced (Starts Oct. 3)

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## Variations on a Noble Theme

(Continued from Page 9)

standpoint of the university for which I may claim the right to speak. First of all—high school education. The more I see of the university and its problems, the more I feel that the future of liberal education is to be decided in the secondary schools. In the course the secondary schools take, higher education will be forced to follow suit whether it likes it or not. We have now virtually reached this position in this province, and it is one that demands the closest attention.

I realize the problem of mass education in the high school. I realize too that in Alberta only about eleven percent of Grade XII go on to the university. But I insist that the vexing differential which must be recognized in an industrial society between vocational training for technical and business pursuits and the education which must be the foundation for the professions and university study should not wait until admission to university to be recognized but must be established at the level of the high school with advantage to all concerned. I believe that the composite high school sacrifices the individual in the interest of equality and social homogeneity. Insofar as it equates in value the experiences enjoyed by different types of people in such different things as mending a fuse or doing higher mathematics, such a philosophy deprives education and hence society itself of any real standards of value.

It is our first duty in universities to maintain our standards irrespective of what the majority feels. In respect to those taking matriculation work in the high schools, the present system is seriously detrimental in respect to both the content of their courses and the environment in which these are being acquired.

I can see only one solution—segregation of the academic and matriculation students in the high school or in separate high schools designated as such.

If the present situation continues,

either the university will have to adapt its present courses to correct these present deficiencies after the student comes to the university or more drastically add a year to its separate degree courses to maintain its standards. Or it may be forced to reach back into the high school system and see that standards are maintained and deficiencies corrected. Already in Canadian universities the failure rate in the first year is much higher than that suggested by the University Grants Committee of Great Britain, partly from poor preparation in the secondary schools and partly from inadequate screening methods for admission. With the enrolment in the secondary schools reaching double its present figure by 1965, the situation will become more acute.

As a vital step, therefore, in solving the present high school crisis I urge the establishment of segregation of the academic and the matriculant students. I am not going to insult your intelligence by endeavouring to answer the spurious and superficial argument that such a course of action is undemocratic.

But a college course is not the only passport to citizenship. For those who are of a less scholastic turn of mind and who lack the capacity to handle mathematics or languages, we should take a step which in my opinion is equally as important as the one I have just urged. We should build up in this province a college of technology, not just the mechanics' institute, but an institution with the status of a junior college with standards high enough to command the respect of students, parents and the public. In this institution liberal arts subjects can be carried along with the technological work. This would overcome the present prejudice against what are called 'shop courses' and do a great deal to dissolve the snobbery with which many parents insist on their children having nothing less than a university education.

Much the same argument applies to



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and coats and warm hats and  
gloves - wear them rather  
than get a cold chills.

### 3. DRINK PLenty OF WATER



Drink at least six glasses of  
water every day, especially if  
there are any signs of a cold.

### 4. AT THE FIRST SIGN OF A COLD



Instead of using damp, rough  
handkerchiefs, always blow  
your nose with gentle Kleenex  
tissues. Because you use each  
Kleenex tissue only once, then  
destroy it, germ and all, there is less  
danger of spreading your cold to others.  
... and you may avoid a sore, red nose.  
... **REMEMBER** always use your own Kleenex tissue  
to do nose-pipe-blowing, don't have them long around.

### 5. IF YOUR COUD GETS WORSE



Care and common sense will  
help you avoid colds ...  
but if you catch a cold and it  
gets worse ... especially  
if there is the least sign of  
fever ... go to your doctor and do what he  
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the establishment of junior colleges for pupils desiring some further general education after their secondary school course, but who do not wish to commit themselves to an expensive and arduous university course. With the increase in university numbers in the years ahead we are bound to adopt some system of decentralization at the university level, and junior colleges are part of the answer. In the face of such a development it seems to me that the high school situation would be greatly eased if students had before them the clear alternatives of university work, admission to a college of technology, a junior college course, or going out directly to employment.

I would add my voice to the plea that is being made for more concern with and more provision for the gifted student. At the present time the program of studies is not a challenge to him, but a diversion. Such a demand is not snobbish, it does not involve the question of privilege, but it is a crying need. In this rapidly developing country we cannot afford to ignore talent. Such a plan can be carried out in any way you wish by so-called enrichment courses, by a certain measure of acceleration or by other schemes that have been advanced. This departure of organizing a school program with special arrangements for the scholastic type of student has already been carried out with two rather startling results. Instead of producing jealousy or sulking on the part of students, parents or teachers of the unselected part of the school it acted as a challenge which in one instance in a year's time doubled the number of pupils on the honour roll of the selected group. Not only that, but the new goal seemed to cure what had been earlier diagnosed in a number of instances as maladjustment. I submit to you that when we come to think of hard brain work as one remedy for so-called badly adjusted children, the future of education is safe. Indeed all that we are asking for is that the student with brains

be given the same special attention as those gifted in football, music, or, as someone has said, in the qualities demanded in a beauty queen contest.

And such a departure should go hand in hand with a demand for better subsidies in the way of scholarships, bursaries and loan funds for those students who are financially handicapped. In Canada there is not equality of opportunity for university work. And do not suppose that such equality will be secured by lowering the standard of university admission. The truth is rather in another direction. In educational institutions in Great Britain the percentage of university students who received financial assistance in the period 1951-1952 was 72.4, while the corresponding figure in Canada which is now a wealthy country was only 15 percent.

We should keep Grade XII graduation standards high. This, if nothing else, would weed out the socialites who fritter away their time at university. As Professor Etienne Gilson has pointed out, no one in Canada objects to setting athletic standards high and seeing them go higher. What is more, the champion is acclaimed. We need a comparable respect for excellence in the mental sphere, and I may add in the sphere of the arts.

It was a step forward when teacher training was moved from the normal school to the university facility of education. I am not satisfied, however, that the gains are being consolidated, and I am afraid that many are being lost. In the attempt to emulate the science faculties, it seems to me that the education program is being increasingly vocationalized, more and more courses on methods and techniques are being given and as a consequence the core of the liberal arts education for all teachers is being destroyed. All the evils of specialization and fragmentation follow. If there is one course in the university that should be in the central current of university life and be in the best sense of

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the word a broad and liberal education free from narrow disciplines, it is the course in education.

Finally, in these detailed matters of education which I have signalled out for discussion I should like to see educational authorities, school boards and parents' organizations combine in conference to restore to teachers their lost birthright—a greater measure of authority and discipline, particularly in the high schools. It could be done in a relatively short time, and I feel that most of our citizens are in favour of such a move. Students have no civil right to lounge away their time in school. We cannot afford the present tragic waste financially or morally. We should put an end to the present system of automatic mass promotion. The children have been quick to seize on this, act accordingly and join in the chorus with the Dodo in *Alice in Wonderland*: "Everybody has won, and all must have prizes". The present policy is unfair to students who will reap a grim lesson later in life.

Finally, I would urge that teachers should protest against the thin layer of contemporary froth which in many instances is being made the subject of study. This sort of thing is catered to more thoroughly and in a more entertaining form by the media of more superficial education—the movies, radio and the popular magazine. The school cannot hope to compete with these agencies. In this regard the teachers should insist on the coherent and consecutive study of subjects. These subjects have a consistency and an organic life of their own and cannot be chopped up and mixed together in a compound respectably labelled 'Social Studies' without serious loss and without the result becoming a travesty of the traditions and proper proportions of learning.

### Conclusion

In conclusion, there are one or two things that I should like to say before I subside into the dignified silence in

which a chancellor is supposed to dwell. The first concerns this nation of ours. I may remind you that Canada has now become a rich relation and one of the treasure houses of the world. So far she has borne this new opulence with modesty. But whether she can continue to do so depends upon the best elements in our country and their ability to maintain our cultural life in the face of the powerful agents of commercialism which find in our new wealth a rich source of exploitation. Can the forces of stability in our people with the conservative culture of French Canada withstand what the late Professor Innis called "the jackals of the communication systems" (radio, television, newspapers) and the inroads of modern barbarism and save this country from devastating materialism? Can we retain the pattern of our sober and heroic past? You, as teachers, have a powerful part to play in this task.

There is one thing further that should be said. It desperately needs saying at this time. And that is that now and in the immediate future the continuity of culture and the future of Western civilization may have to be maintained by a very small number of people. We are the heirs of a great tradition and way of life. These things are part of an ancestral wisdom which is rooted in a moral attitude from which we secede at peril to the human race. It is our duty and particularly the task of institutions of learning and teachers to keep that heritage alive so that it may sustain the present and illuminate the future.

In this mission we can emulate the spirit of an inscription which I noted in the little church at Staunton Harold in Leicestershire, England — a most eloquent passport to eternity. It concerned one, Sir Robert Shirley, age 27, who fought on the king's side in the Civil War and died as a prisoner of Cromwell in the Tower. It read as follows: "In the year 1653 when all things sacred were throughout the

nation either demolished or profaned, Sir Robert Shirley, Baronet, founded this church; whose singular praise it is to have done the best things in the worst times and hoped them in the

most calamitous". That is a most moving expression of a creed for these times in a generation oppressed by the hydrogen bomb and the follies of men and of nations.

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### ***Notice to Retiring Teachers***

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not begin automatically and that it is necessary for them to make application. All teachers, **who plan to retire as at June 30, 1955**, are urged to contact the Board as soon as possible, so that the granting of their pensions will not be delayed. Formal application for pension must be filed in the office **before September 1, 1955 (see 9 (f))**. Address all letters to Barnett House, 9929 - 103 Street, Edmonton, Alberta.

**Eric C. Ansley,**  
Secretary-Treasurer,  
Board of Administrators.

#### **By-law No. 1 of 1948**

9. (a) Any teacher who retires from teaching service upon or after attaining the age of sixty years, and who has completed not less than fifteen years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.
- (f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.

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### Alberta Poetry Year Book

Edmonton Branch Canadian Authors' Association, 11227 - 63 Street, Edmonton, pp. 131, \$1.00.

This 1954 yearbook contains a selection of contributed poems from Canadian poets as well as the poems submitted by authors for the Silver Jubilee edition of the Alberta Poetry Year Book.

### Heritage of Literature Series

Longmans, Green & Co., Toronto.

**The Trojan War**, Wormald, pp. 178, 65c.—This is a prose narrative in the shape of an anthology of extracts from ancient and modern authors. Most of the material used is from Homer's *Iliad* as translated by Dr. Rieu and Andrew Lang's *Tales of Troy*. A considerable amount of compression and omission is evident.

**Gulliver's Travels**, edited by C. Lloyd, pp. 268, 85c.—The editor's introductory biography of Swift and his writings is complete and forms interesting background for the student who contemplates close study of this famous story. The editor also provides a useful series of notes explaining terms and references used in the novel.

### Philips' New Scripture Atlas

Goodall, Moyer School Supplies Limited, Toronto 15, pp. 16, price on request.

A series of sixteen maps show the geography of the Bible lands, especially that of Palestine. The maps are in detail and relate to various kingdoms of biblical times as well as to the empires which at various times included Palestine.

### Prose Treasury

Edited by W. F. Langford, Longmans, Green & Co., Toronto, pp. 176, \$1.00.

An anthology of prose, short stories and essays. Stories by such authors as Callaghan, Struther, Parker, O. Henry, Hutchison, and Thurber are included. The book is pocket-size and has a cloth cover. Suitable reading for Grade X-XII students.

### Books Received

*Science Research Associates*, 57 Grand Avenue, Chicago 9, Illinois.

**Improve Your Learning Ability**—Rivlin, 50c.

**How, When, and Where to Provide Occupational Information**—Weaver, \$1.00.

**All About You**—Menninger, 50c.

**Rockets Into Space**—Joseph, 60c.

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**THE RYERSON PRESS**  
Toronto

## Educational Administration in Canada

(Continued from Page 27)

the Canadian Education Association. The most recent brochure is *The School and the Public* which describes successful communications practices as developed by Canadian school superintendents. On the press is *Educational Leadership in the Superintendency*, a detailed report of the studies during the recent short course at the University of Alberta. The September, 1954 issue of *Canadian Education* was enlarged to carry a recent series of ten major lectures in connection with the project, all important additions to Canadian educational literature.

The Management Committee for this project in educational administration is composed of representatives of the Canadian Teachers' Federation, the Canadian School Trustees' Association, the National Conference of Canadian Universities, the school superintendents themselves and several deputy ministers of education. Roughly paralleling the national committee are provincial advisory committees which give advice on inter-provincial activities, act as information agencies and stimulate activities to improve educational administration and supervision.



**The gremlins were in our proof room—**

Fairview, Alberta  
March 22, 1955

To the Editor:

... The reason for sending you this is that in the December, 1954 issue of your magazine in which the schedules of divisions were summarized, you have listed the allowance for principals in this division as being \$300 instead of \$700.

Yours truly,  
R. M. WARD,  
Superintendent,  
Fairview School Division No. 50

## **The Hearing Handicapped**

*(Continued from Page 15)*

tions to parents were drawn up by Corinne Howe Bryce and Warren H. Gardner for the California State Department of Education.

### **Parents' Attitude**

Treat your child as a normal hearing person. Develop within your child a sense of responsibility and independence. Children need the confidence and security of your love and understanding, but they must be able to make their own way independently of you. Encourage the use of games which develop perception and discrimination, i.e., fitting together blocks of different shapes. Encourage his association with other children. Invite friends home and have him join groups his own age. Take time to talk over his problems. Help him develop a hobby that will give him some distinction among the children.

## **Communication**

Be sure to get his attention before speaking or giving a command. Speak in a normal tone with a moderate tempo. Don't exaggerate or over-emphasize your words, but be sure to shape your speech movements adequately. Teach the child to watch your face when you are speaking. Always have a good light on your face. Moustaches, shadows, and large hats make lip reading difficult. Avoid pointing while you are talking. Eyes cannot be simultaneously on your mouth and the object to which you are pointing. Let your face express your emotions in a normal way. Insist that your friends speak normally to the child. If you are not understood, instead of raising your voice, reword your comments. The words you have used may not be easily seen on the lips. For example, change "Are your folks at home?" to "Are your parents at home?", or "Are your mother and father in the house?" Insist that the child answer questions so that he can be heard, and encourage him to use complete correct sentences. Help him to use whatever hearing remains.

### **Discipline**

Be consistent. Do not punish him for mistakes that are the result of his not hearing. Do not permit his handicap to interfere with his normal development as a member of the family. Others have rights as well as he. Let him take his full share in family activities — chores as well as entertainment. Don't let him ruin family life by fits of temper or sulkiness. Never drive the child nor compare his achievement with another member of the family. Give him the best training available to prepare him to earn his livelihood.

The child should have the benefit of medical diagnosis and whatever treatment is available. Financial expense for special equipment or treatment which cannot be met by the family, may be provided through service clubs or the Alberta Coordinating Council for

Crippled Children. Often a hearing aid can open an entirely new world for the hard-of-hearing child. Speech therapists, if available, may do a great deal to improve the child's speech.

There is a need in Alberta to identify hearing handicapped children. Parents of pre-school hard-of-hearing children need guidance in order to offset the

isolating nature of the hearing defect and to enable the child to develop to the maximum of his capabilities. Correspondence courses are available from some American centres to aid parents of deaf children. If the defect is not too severe, understanding teachers and parents can do a great deal to help the child progress academically and socially.

## Education and Industry

*(Continued from Page 19)*

to do so. I suggest that they have too often been getting rather low grades from the Canadian public, when they should have been receiving the A's they deserve.

Adequate support will be forthcoming only when the public comes to realize the extent of the nation's current and long-term educational needs, and to realize what joint action must be taken to meet those needs.

Canada will continue to grow only to the extent that trained manpower is available to develop the reserves of natural wealth and of the spirit. Canada will continue to grow as we equip ourselves with new technology and apply it. Canada will continue to grow—in the broadest and best sense—as our material progress is accompanied by deeper satisfactions for the individual. Our future well-being will be best achieved by parallel development of the technical skills, the social sciences, the arts and the spirit.

Education cannot stand still any more than life can stand still. If our educational development is to match that of our nation's it must advance—and on a broad front. It will inevitably do so if each of us takes an active and intelligent interest in it, if we become informed of what our schools are already doing for us, if we realize how dependent our national growth is on our educational system, and if we think out more clearly what the future requires of that system.

Education in Canada will progress as we are prepared to turn theory into prac-

tice; and thoughts into action; as we are prepared to match the dedication of our teachers with our own dedication of dollars and individual interest.

As taxpayers and as businessmen, we have in this heavy responsibility, a wonderful opportunity—if we have but the vision and courage to realize it. And may our children and their children say of our generation—"they gave to us that jewel which no thief can steal—the wealth of knowledge".

## Calgary School Board Requires Teachers

Applications are now being received for the 1955-56 school year. Positions at every level will be available, including specialists in unit shop, commercial and physical education.

**Application forms may be  
obtained from**

**R. WARREN,  
Superintendent of Schools,  
c/o McDougall School,  
Calgary, Alberta**



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Courses for degree credit that may be completed by mail include English, Latin, French, Spanish, German, Philosophy, Politics, Economics, Commerce, Psychology, History and Mathematics.

SUMMER SCHOOL: Courses requiring attendance at Summer School include Art, Biology, Chemistry, Geology, Geography, Sociology and Drama.

SCHOOL OF FINE ARTS (July 4 to August 12)—Courses available include Drama, Painting, Ballet, Children's Art Classes, Choral Directing and Puppetry.

**For further details and a bulletin please write—  
Department of Extension, Queen's University**

### **Investment in Teachers Needed**

*(Continued from Page 11)*

signments which are marked to give purposeful help. There is much criticism of the mastery of English possessed by school graduates. It has not been proved, however, that there are fewer students today than years ago who can express themselves well. The simple fact is that the high schools are trying to cope with far more students than in yesteryear. If we quail at this, and suggest that enrolment in high schools should be restricted to the ablest students, we must not forget what the alternatives to the democratic premise are. The largest number of children possible must be given the opportunity to learn how to express themselves. This means plenty of trouble and adjustment in the schools. The traditional European high schools cater to the select few and therefore their troubles are minor. The price is the continued existence of clear-

cut classlines and snobbishness. No wonder that there are more Marxians in Europe than here!

Difficulties in providing an education for large numbers are compounded by the battle of the strawmen which is being waged between the so-called traditionalists and progressives. The traditionalist is asking for the impossible—restriction in the face of the democratic tide. The progressive is also aiming for the impossible—direction of the democratic tide. The former would fill our schools with specialists of subject matter who would be much happier doing research work. The latter would like to fill them with non-existent supermen who will make the schools the instrument for remaking society. Surely there is a position which is more tenable and constructive in the light of realities than either extreme. The schools have to fit into the society they are serving. They

will not meet our needs if they ignore most of us and they will do all of us a disservice if they pretend to assume leadership and be all things to all men.

Fortunately our teachers see their duties clearly enough—the need to teach people how to communicate with each other, and how to get along in our industrialized world with people, things and ideas. They do so because they are closer than anybody else to the problems which beset the everyday operations of the schools. They, in turn, need continuing and increasing assistance to achieve ever-rising standards. They need working conditions which can render them more effective and which can make their work more satisfying. Therefore, we need more of them.

14. Do I deliberately resist the inclination to complain, and do I avoid participating in gossip about other personalities?

15. Do I have faith—faith in man and God, faith in my country, my church, my school, faith in my friends, my family, myself?

---

#### TEACHERS WANTED

Applications are now being received for positions in Indian schools in Alberta. Positions at various levels in residential and day schools will be available, including a few welfare-teaching positions. Salary schedule in effect. Salary range for First Class Certificates \$2200 to \$4000. Federal Public Service Pension and Group Hospital and Medical Insurance Plan available.

Application forms may be obtained from

Mr. L. G. P. Waller,  
Regional Inspector of Schools,  
628 Public Building, Calgary,  
Alberta

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#### Are We Gripping Ourselves Sick?

(Continued from Page 22)

5. What are some areas of my daily living that seem to be dissatisfying or frustrating to me?
6. Am I carrying on activities in my personal life that are varied, that are interesting to me, and that cause me continuously to be planning for them with anticipation?
7. Do I really like people?
8. Would I enjoy the company of someone whose attitudes and actions were identical to mine?
9. Am I permitting personal problems to influence adversely my professional contribution?
10. Am I genuinely concerned with the total success of my school and school system?
11. Do I consider myself a completely loyal staff member, working in a positive way toward improving my school system?
12. Am I sure of the soundness of my physical health?
13. Is my day sensibly balanced between rest and activity, work and play?

---

#### TEACHERS WANTED

Applications are invited for positions in Federal Schools in the Northwest Territories—(Mackenzie District and Eastern Arctic). First Class or equivalent Certificate required. Salary schedule in effect. Salary paid according to classification, grade, and experience to a maximum of five years. Annual increments from \$150 to \$180 according to classification and length of service. Maximum initial salary on basis of ten months \$2950. On twelve months' basis maximum initial salary \$3600 with 18 days' annual holiday leave. Northern Allowance of \$1500 if married and \$900 if single. Additional allowance of \$120 per annum for university degree.

Duties of teachers in welfare classes include adult education, community recreation and welfare work in addition to regular teaching duties. Preference given to teachers with Primary Certificates or Certificates in Social Welfare or Guidance. Duties to commence not later than 1st September.

Details and application forms available immediately from the  
Director, Northern Administration and  
Lands Branch,  
370 Sparks Street, Ottawa, Ontario

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## The Forward Look

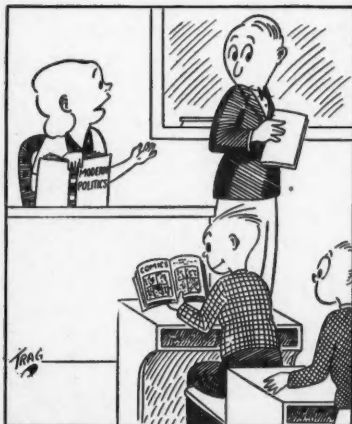
(Continued from Page 23)

that area. Such a policy should eventually reduce the tragic waste of time and dissatisfaction with school more commonly felt by some children than it ought to be comfortable for us to contemplate. And the Etobicoke statement gives notice that the Board is attempting to get teachers in accordance with sound principles; namely, to seek quality in teachers for that community and to pay for it, rather than to get at bargain prices whatever may be available.

Editor's Note: Emphasis ours.

*From July 1, 1953 to June 30, 1954, 571 Letters of Authority were issued by the Minister of Education of the Province of Alberta.*

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# NEWS

from  
**OUR LOCALS**



## **Acadia Local**

Twenty-five members attended the general meeting of the local held at Oyen on March 2. Reports from the meeting at Hanna in January were given by Miss Stewart on convention planning, Mr. Hall on salary negotiations, and Miss Hamilton on public relations. Mr. Hall also reported on salary negotiations in the Acadia School Division for 1955, and on the subdivision annual meetings which he attended recently as a representative of the local. Instructions were given by the meeting to the councillors to the Annual General Meeting. Mr. Ray Heard gave a very interesting address on the "English Educational System", after which the Oyen teachers served lunch.

The local is very pleased that, for the second time, the class of Mrs. L. M. Briere of Chinook School has won one of the prizes in the competition for one-room schools in the annual Alberta Tuberculosis Association essay contest. This is an achievement of which the local is proud.

## **Camrose North Sublocal**

President B. Waterman presided at the monthly meeting held at the Sifton School on February 17. Following the business meeting, Miss Marg Coates, who teaches on the staff of the Camrose Junior High School, reported on the Banff workshop which she attended last summer. Miss Coates stressed the public relations part of the course. This was of particular interest as the local is now working on ways of bettering public relations between school and public. A radio program is being prepared for

broadcast during Education Week. Geographic representative M. W. McDonnell also spoke.

## **Crow's Nest Pass Local**

At the beginning of the term, each of the sublocals of the local association—Bellevue, Blairmore, and Coleman—was assigned a topic for report at each monthly meeting. It has been found that this plan stimulated interest and discussion greatly at local meetings. At the December meeting, Mr. John McDonald of Coleman addressed the group on the topic, "the theory of thinking as the basic core of curriculum". His address was enthusiastically received and discussed. Mr. Bill Jallep of Blairmore spoke at the January meeting. He dealt with the philosophical ideas of education as they are practised in the classroom and the problems arising from the seeming confusion in educational philosophy and conflicting world ideologies and values.

## **Faust-Kinuso Sublocal**

The sublocal teachers held their March meeting in the Slave Lake School. Members of the staff were hostesses at a delicious St. Patrick's dinner. Mrs. M. E. Chandler, who has recently joined the staff at the Slave Lake School, gave an interesting talk on "newer methods of teaching enterprise". Her talk was well received. Following the business meeting, the teachers completed their discussion of the code of ethics.

## **Girouxville-McLennan Sublocal**

Because of inclement weather the February meeting was postponed until



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Further information will be provided promptly, upon request to a principal or the—

### ALBERTA DEPARTMENT OF AGRICULTURE

Edmonton, Alberta

Hon. L. C. Halmrast,  
Minister

R. M. Putnam, Superintendent,  
Schools of Agriculture

March 11. Two guests were in attendance—Father R. Lessard, parish priest of McLennan, and Mr. Rene Garant, president of the movement, "La Relève Albertaine". Motions were passed that the minutes of the sublocal meetings be presented bilingually and that a letter of thanks be sent to radio station CKWL for its sponsoring of French programs at various intervals.

#### Ponoka Local

About fifty members were in attendance at the local meeting held at the Crestomere School on March 7. Guests for the evening were Mr. Eric C. Ansley, Mr. G. Bayly, supervisor of elementary education in Edmonton, and Superintendent E. W. White. Curriculum planning was the main topic of the evening. Mr. Bayly gave a very interesting outline of the work being done in this field by the elementary teachers in Edmonton. Mr. Ansley spoke on the part taken by the

Alberta Teachers' Association in curriculum planning. Mr. White reported on the outcome of a project on problem solving which has just been made in the County of Ponoka. Mr. Larson outlined the work done on the survey of elementary arithmetic which he is conducting in the county schools. The members endorsed Mr. Larson's work and voted in favour of extending this survey to include other centres in the Red Deer convention area. At the conclusion of the program, lunch was served by the teachers of the Crestomere School.

#### Provost-Hayter Sublocal

At the regular monthly meeting on March 3 at the Provost High School, E. M. McDonald gave a summary of activities of the teachers' institute held at Czar in February. Pensions was the topic for group discussion. Mr. Paegé acted as chairman and was assisted by Mrs. R. Auburn and F. Ackerman. Preliminary

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**DIVISION OF VISUAL INSTRUCTION  
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Edmonton, Alberta**

thought is being given to the forthcoming school festival.

Members of the sublocal group participated in the local rally at Provost recently. A full agenda was carefully prepared and covered at the rally in which M. W. McDonnell, district representative, also took part. A banquet at the Provost Hotel followed.

## **Radway-Redwater Sublocal**

The regular monthly meeting was held on February 28 with vice-president A. Chaba of Radway presiding. Superintendent I. Goresky was the special guest. M. Muzyka reported to the meeting on an arithmetic survey which he had conducted in the Redwater School. He spoke of the most common difficulties encountered by the students. Mrs. M. Kambeitz demonstrated the use of manipulative materials in teaching the fraction concept.

## **Red Deer City Sublocal**

The sublocal's monthly meeting was held in the lunch room of the Junior High School on March 9. Before proceeding with regular business matters, the group enjoyed an Easter singsong.

The teachers' salary negotiating committee reported that the bargaining agent had arranged to meet the school board. The results of nominations for election to the Executive Council were reported by D. A. Prescott. The members were informed by R. George, program committee chairman, that many letters had been received from schools which were operating opportunity rooms. The committee will prepare a summary of the information received and will distribute it to all members of the sublocal. The group will culminate its research on opportunity rooms at the next meeting. Miss Alice Olson led a discussion on Superintendent S. A. Lindstedt's address

on methods of classifying children and directing instruction according to intelligence. V. Archer assisted by giving information on England's "streaming" system.

#### **Spruce Grove-Stony Plain Sublocal**

A new program feature of the workshop type was introduced at the group's meeting on March 10. Following the short business session—which included a comprehensive report from the councillor to the local and a discussion on health insurance—the program chairman outlined a topic of current interest for study. While coffee was being served, small groups, each with a chairman, were formed. They attempted to answer three pertinent questions on the topic, "The Alberta Budget": what do you think of the proposed educational grants? what stand should we, as teachers, take concerning them? and what effect do you think the proposed educational grants will have on the teaching profession? Group opinions were summarized by the program chairman. The topic for the April meeting is, "what is being done in educational research?"

#### **Stony Plain Local**

Six members were present at the March meeting which was conducted by the president, R. Sauder. The local is now entitled to have three representatives at the Annual General Meeting and J. Overbo was appointed as the third councillor. Suggestions were made in connection with convention matters: place, banquet, program, and speaker. Mrs. M. Harris and R. Sauder were chosen as convention representatives. The resolutions submitted to the Annual General Meeting by the local were formally approved.

#### **Tofield Sublocal**

Members of the sublocal and visiting members from the Ryley Sublocal met recently. The main topic for discussion was the revision of report cards. All present considered that the report cards now in use are unsatisfactory, and

recommendations for improvement were: to omit the left hand column of the card, to use marks instead of letters as soon as possible, and to have frequent parent-teacher interviews. Final plans for the teachers' bonspiel were made.

#### **Vegreville Local**

The weekend of March 18-19 was a particularly busy one for teachers of the Vegreville School Division. On the evening of March 18, the teachers were guests of the Mannville Sublocal at a well-attended social and business rally in the spacious new Mannville High School auditorium. Under the chairmanship of N. L. Hrynyk, the teachers were addressed by W. Roy Eyres, executive assistant of the Alberta Teachers' Association, on the subject of salaries. Mr. Eyres outlined recent advances made in this part of the province and made helpful suggestions for the guidance of policy committees. Superintendent F. B. Facey welcomed the teachers and introduced the next speaker, Miss M. Caldwell, assistant professor of education, University of Alberta, who spoke on speech development in the classrooms of the elementary school. Cards were played in the social hour which followed, first prizes being won by the Edmonton visitors while two Vegreville teachers modestly accepted the consolation awards. A delicious St. Patrick's Day lunch followed.

On March 19, a divisional bonspiel was held in the new artificial ice curling rink at Vegreville. Fifteen rinks from every corner of the division played four eight-end games on a total point basis for prizes donated by the Vegreville Sublocal and for the new trophy given by the Vegreville Local. It was a mixed spiel in every sense of the word—skill, enthusiasm, sex and age, and, when the smoke of battle had cleared away, Alvin Myhre of Mannville emerged the victor after a hectic tie-breaker with Nestor Bohaichuk, also of Mannville. Mrs. L. Park, again of Mannville, won the third prize. Throughout the day, the girls of the Vegreville High School graduating

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class served tasty lunches under the supervision of Mrs. S. Allore.

### Viking Sublocal

At the first meeting the officers for the current year were elected as follows: Miss Nora Rugland, president; Mrs. J. Chilibeck, vice-president; Mrs. E. Cartier, secretary-treasurer; Miss Gloria Komarnisky, councillor; J. Gavinchuk, sports representative; and Mrs. Helen Piscia, press correspondent. There was a good attendance at the January meeting. Miss Komarnisky reported on the two local meetings she had attended. After discussion of ATA matters, Mr. R. Skaret showed two interesting films of a recent trip by car to Chicago. Included were some scenes of local school and community activities.

### Warner-Wrentham-New Dayton Sublocal

Revisions in the salary schedule were discussed at a recent meeting. The group was opposed to a bonus to teachers teaching Grade VII and up, but was strongly in favour of more teacherages. Blue Cross applications were completed. Members were entertained by the New Dayton staff.

### Westlock Local

The second meeting of the local was held in February in conjunction with the Westlock-Barrhead convention. R. Staples reported that all salaries had been adjusted, and that some teachers would be required to have their courses evaluated by the university before any further adjustments could be made. With the introduction of co-terminous boundaries in the Westlock municipality, an adjustment of ATA sublocals will be necessary. The responsibility for such adjustments has been left to the local. Eric C. Ansley, general secretary of the Alberta Teachers' Association, discussed the topic of liability insurance for teachers engaged on supervisory duties. He pointed out that the employer should carry insurance covering the employees, but that provision in *The School Act* requiring such coverage would be much

The ATA Magazine



more satisfactory. It was stated that the matter of noon-hour supervision is one for negotiation between the school board and its teachers. The local agreed to give wholehearted support to R. Staples, candidate for election to the position of Edmonton District representative on the Executive Council.

## A Brief History of Science and Science Teaching

(Continued from Page 26)

scientific world continued, the curriculum expanded to such an extent that special science education for the future scientist became the only type of instruction offered. A general approach to science learning for the majority of students who did not plan for higher education had not received the attention of curriculum designers and of curriculum departments until very recently.

Even at the college level today, the *Harvard Report*<sup>1</sup> is critical of the science courses that are directed merely "toward training the future specialist and making few concessions to the general student". The Report indicates that "comparatively little serious attention is given to the examination of basic concepts, the nature of the scientific enterprise, the historical development of the subject, its great literature, or its interrelationships with other areas of interest and activity".

<sup>1</sup>Report of the Harvard Committee, pages 220-221.

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## The Key to Academic Progress

(Continued from Page 28)

cannot be assessed in dollars, or in pounds, shillings and pence. It is, indeed, priceless, and it is that which makes teaching a real vocation.

As yet, people do not fully appreciate this in Scotland, although Scots have for long respected the dominie, and have been justly proud of their educational system. Can one say that Canadians are any more aware of the true function of their teachers?

When I was a boy, I often sang in church:

*"These things shall be: a loftier race  
Than e'er the world hath known, shall  
rise,  
With flame of freedom in their souls  
And light of knowledge in their  
eyes."*

In Canada, the flame of freedom burns brightly. To the teacher falls the high task of kindling the light of knowledge in the candid eyes of Canada's children.

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### **Resolutions Committee**

The Resolutions Committee of the Executive Council met on March 5 under the chairmanship of the vice-president, G. S. Lakie, to study and consolidate local resolutions for presentation to the Annual General Meeting. Recommendations of the Resolutions Committee will be presented to the Executive Council at the pre-AGM meeting.

### **Pension Committee**

The ATA Pension Committee, under the chairmanship of Lars Olson, past president, met on March 5. Resolutions from local associations to the Annual General Meeting were studied, and recommendations were prepared for presentation to the Executive Council. The committee also considered the report and several proposed amendments to the pension plan prepared by the actuary, L. E. Coward, of William M. Mercer Limited.

### **Edmonton City Arbitration Board**

The Edmonton City Arbitration Board sat for two and a half days, March 14 to 16, with four briefs being presented by the Edmonton Public School Board and one by the Alberta Teachers' Association. Chief Judge Nelles Buchanan is the chairman of the board, J. W. K. Shortreed, Q.C., represents the Edmonton Public School Board, and Dr. M. E. LaZerte represents the Alberta Teachers' Association.

It was submitted as evidence in the briefs, and also brought out in direct examination and cross-examination, that the school board is more strongly opposed to salary increases for teachers without degrees than for teachers with degrees. However, it is interesting to note, in this respect, that approximately 70 percent of the teachers engaged by the Edmonton Public School Board in 1954 had less than four years of teacher education, although 50 percent of the present staff, including the new teachers, have one or more degrees.

The superintendent of schools for Edmonton gave evidence that, in his opinion, the teachers on the Edmonton staff work an average of six and one-half hours a day for 194 days in the year. This works out to a school day from 8:45 a.m. to 12:00 noon, and from 1:20 p.m. to 4:35 p.m., and includes teaching, preparation of lessons, marking papers, supervision, conferences, clerical work, and extra-curricular duties.

### **Clover Bar School Division Arbitration Board**

The Board of Arbitration held sessions on Saturday, March 19 and on March 25. Briefs were presented by the school board and by the Alberta Teachers' Association. The Arbitration Board is now considering the evidence and information and is expected to make its report within a few days. The members of the board are George J. Bryan, Q.C., chairman, E. Parr, for the school board, and H. J. M. Ross, for the Alberta Teachers' Association.

### **Varsity Guest Weekend—Alumni Homecoming**

It is estimated that the parents of university students and Grade XII students who visited the University of Alberta the weekend of February 25 numbered about 5,000. The Grade XII students came from all parts of the province, including one party of 35 from Grande Prairie that travelled to Edmonton in a school bus under the supervision of Mrs. M. E. Gray, a former member of the Executive Council for Northwestern Alberta.

### **Meeting of the Ponoka Local**

A meeting of the Ponoka Local was held on March 5. George Bayly, supervisor of elementary education for the Edmonton Public School Board, and I discussed with the Ponoka teachers some of the problems in curriculum making at the local level and in action research.

### **Board of Administrators, Teachers' Retirement Fund**

The board met on March 18. The main matters on the agenda included the insurance of equipment and securities against loss by theft, resolutions and suggestions referred to the board by the ATA Pension Committee and the Executive Council, refunds, disability allowances, and several individual cases.

### **Editor-Educator Conference**

Mr. Seymour and I represented the Alberta Teachers' Association at this conference in Toronto on March 24 and 25. The program for the conference included five panels and a speech. Each panel had two representatives from the editors and two from the educators and a moderator.

Following are a few of the remarks that were interesting and have some significance.

"People do not know what they want, so the editors **must** know."  
—Pierre Berton

"The young person does not need much to get into training school, and needs less to get out."—Sidney Katz

"Teachers must be prepared to face the public through print."  
Frank Rasky

"... having been given a choice of speaking on either education or the press, I have chosen education. After all, any fool can talk about something he knows."—Ralph Allen

The object of the conference was to bring teachers and journalists together, to get a better understanding of each other's problems and viewpoints. One is always hearing about teachers thinking that they know everything about everything worth knowing, but editors and journalists think that they know more than teachers think they know. The journalists of today, judging from what I heard and saw at this conference, seem to have the same ideas about schools and teachers that were expressed so aptly, more than a generation ago, by Jerome K. Jerome, in his delightful book, "Three Men on The Bummel".

*Erick Ansley*

### ***Group Insurance Notice***

All teachers insured under the Alberta Teachers' Group Insurance Plan should check the following carefully.

- (1) Claims should be submitted within ninety days following the termination of the period for which benefits are claimed. Hospital, doctor bills and other bills incurred should be submitted with the claim form.
- (2) Insurance will lapse if premiums are more than sixty days in arrears.
- (3) Teachers who move from one district to another must:
  - (a) If the new district is a qualified sub-group—  
Notify head office of the Alberta Teachers' Association of intention to move and request a new payroll deduction card. This must be completed and returned to head office of the Alberta Teachers' Association.
  - (b) If the new district is not a qualified sub-group—  
Notify head office of the Alberta Teachers' Association of your intention to pay premiums personally in advance either half-yearly or yearly.
- (4) If you wish to terminate your insurance notify head office of the Alberta Teachers' Association.
- (5) You may continue to carry your insurance on leave-of-absence if you arrange to pay premiums in advance either half-yearly or yearly.



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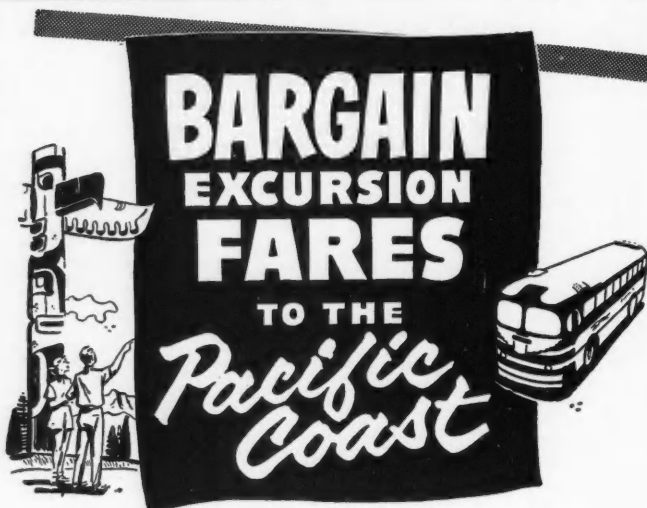
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